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ABSTRACT

To identify the perceived counseling and guidance needs of students as expressed by students, teachers, and administrators, a project was conducted to develop and field-test a set of needs appraisal instruments which would objectively determine the counseling and guidance needs for elementary, junior high, and secondary schools in Louisiana and arrange them in priority order for individual schools. Development of the instruments involved research on instruments used in other states, format and item selection, consultation with a jury of counseling and guidance experts, field testing and revision. The instruments were implemented in schools within four selected parishes. A list of priorities was produced for each participating school, parish, planning region, and the combined statewide data. The following conclusions were made: The instruments developed can be used to assess the student counseling and guidance needs on an individual school basis and to identify unmet needs of students based on sexual and racial differences; and the perceived guidance and counseling needs of students as expressed by students tend to differ from those expressed by teachers while students and parents in general tend to agree. (The appendixes include the instruments developed and directions for their use.) (BM)

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THE DEVELOPMENT AND EVALUATION OF NEEDS APPRAISAL INSTRUMENTS FOR DETERMINING PRIORITIES FOR GUIDANCE AND COUNSELING SERVICES FOR ELEMENTARY, JUNIOR HIGH AND SECONDARY SCHOOLS

BEST COPY AVAILABLE

A Research Report

by

Charles W. Smith
Helen L. Wilson

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THE DEVELOPMENT AND EVALUATION OF NEEDS APPRAISAL INSTRUMENTS FOR DETERMINING PRIORITIES FOR GUIDANCE AND COUNSELING SERVICES FOR ELEMENTARY, JUNIOR HIGH AND SECONDARY SCHOOLS

PART I

INTRODUCTION

Traditionally guidance services have included individual and group counseling, environmental information, individual inventory and placement and follow-up. The extent to which a school counselor provided services in each of these areas has been a function of one or more of the following factors:

1. The role of the counselor as perceived by the counselor;
2. The role expectation of the counselor as perceived by administrators, teachers, parents and students;
3. The amount of time allocated to the counselor; and
4. The counselor-student load.

The school counselor's role is often unclear to students, teachers, administrators, parents and others in the community. Attempts to define what the counselor should be doing has often resulted in confusion and continuing debates leaving the individual counselor to structure a personal role in line with her/his training and experience while considering the expectations of others.

Because of the vagueness and ambiguity of their roles, some counselors have been forced into or have chosen a role closely aligned with administrative, clerical or instructional functions at the expense of guidance and counseling services. It is apparent that great differences exist among

schools in terms of the guidance and counseling services available to students and in some cases student needs are not being met.

Counselors are trained in theories and techniques designed to enhance students' personal-social and educational-vocational development. Selection and use of these techniques, methods and procedures allow counselors a tremendous amount of flexibility in planning activities to meet students' needs. Traditionally, decisions as to which needs are salient have been selected rather subjectively, often allowing real needs to go unrecognized and unmet.

An objective system for identifying students' needs is necessary if counselors are to be more realistic in identifying areas deserving priority, time and attention in their individual schools. It is apparent that a system should be designed that would provide the means necessary to identify the needs of students as expressed by students, parents, teachers and administrators and that would result in a list of expressed needs arranged in priority order for each participating school. By using the results of such a system, a counselor could identify program objectives, budget her/his time and plan and write yearly projections of proposed activities.

The development and utilization of a needs appraisal system is the first step in establishing an accountability model for Louisiana school counselors. Test-retest procedures will provide feedback on previous efforts.

Decisions as to how the identified needs can best be met remain with the school counselor, but suggested activities will be available in the Louisiana School Counselors' Handbook to be published by the Bureau of Student Services in the future. It is reasonable to expect that this system will result in a more functional guidance and counseling program and should increase the efficiency and effectiveness of school counselors in Louisiana.

However, the system should remain viable and subject to evaluation and modification through periodic input from those it is designed to serve.

The Purpose of the Study

The purpose of this project was to develop and field test a set of needs appraisal instruments which would objectively determine the counseling and guidance needs for elementary, junior high and secondary schools as expressed by student, parents, teachers and administrators and arrange them in priority order for individual schools.

Objectives

The specific objectives of this study were to:

1. Identify and/or develop a format for determining counseling and guidance priorities.
2. Utilize counseling and guidance goal statements previously developed by the Bureau of Student Services, State Department of Education; identify specific needs appraisal items for each goal statement.
3. Establish face validity of the needs appraisal items through the use of a jury of counselors and counselor educators.
4. Field test the needs appraisal instruments in a selected sample of elementary, junior high and secondary schools throughout the state.
5. Revise the instruments as recommended by the jury of counselors and counselor educators.
6. Make available to counselors a set of needs appraisal instruments that have been field tested and revised.

Importance of the Study

Counselors recognize that counseling and guidance program objectives are frequently determined subjectively and are often based on personal observation and experiences within their own schools. A needs appraisal system would provide a mechanism for identifying the perceived counseling and guidance needs of students as expressed by students, teachers, administrators, parents and others in the community.

The system would also provide a systematic approach to the establishment of program priorities as a result of surveying the various populations. The data base for program planning would be broadened so strengths and weaknesses of counseling and guidance programs as presently administered could be identified.

The adoption and utilization of such a plan would constitute a first step in the establishment of an accountability system for counselors. The strength of such a program lies in the fact that efforts toward program accountability were initiated prior to being mandated.

Counseling and guidance priorities vary from school to school. Consequently, program objectives and counseling activities must be identified and implemented on an individual school basis. The system of needs appraisal should be so designed as to provide flexibility within a school as well as among schools.

The implementation of the system will serve as a means of developing good public relations between counselors and the various publics served and will bring the counselor in a closer working relationship with those persons with whom they should be responsive.

Information can be obtained that could be used to upgrade statewide pre-service counselor education and in-service programs for all school counselors.

Procedure

A survey was made of existing accountability instruments presently being utilized by state departments of education, colleges and universities and private educational agencies to determine an acceptable format for identifying student needs.

A requirement of the project was the utilization of a model focusing on self and career development previously developed by the Bureau of Student Services. It was necessary that the specific items to be included in the instruments relate to one of or more of the goal statements of the model. The previously developed instruments were used as a basis for an item pool. Additional items were added to the pool and were based on the model and accepted counseling and guidance functions and programs.

Instruments were developed to survey students, parents, teachers and administrators at the elementary, junior high and senior high levels. Instruments were so designed that items across instruments would be comparable.

A jury of experts including Louisiana counselors, counselor educators and supervisors was selected to provide information and feedback on the development of needs appraisal instruments. Additional consultation involved the staff of Bureau of Student Services, data processing staff and personnel from Louisiana State University's Computer Center. Scoring and data analysis procedures were determined prior to field testing of the instruments in four parishes. Following the field test the jury of experts met for revision of the instruments and directions.

Parish supervisors were asked to participate in the statewide testing program during May 1976. Twenty-seven parishes surveyed at least a ten percent sample of their students. Data were collected on a standard

IBM answer sheet, scored on an Op Scan 100 DM and recorded on magnetic tape and was analyzed by the Louisiana State University Computer Center. Prioritied results of the survey were distributed at regional summer workshops sponsored by the Bureau of Student Services. Counselors used their individual school results to write program plans to meet student needs for the next school year.

PART II

DEVELOPMENT AND FIELD TESTING OF
NEEDS APPRAISAL INSTRUMENTS

Theoretical Model

Prior to the initiation of this project by Louisiana State University a series of workshops was held by the staff of the Bureau of Student Services, Louisiana State Department of Education, involving a number of counselors and counselor educators from throughout Louisiana. The meetings resulted in the development of a model or theoretical framework paralleling self and career development (Appendix A).

Considerations were given to the design of a series of instruments that could be used to survey students, parents, teachers, administrators and community people to determine the perceived counseling and guidance needs of students. The instruments roughly followed the proposed model but were cumbersome and were not comparable across instruments.

The Bureau of Student Services desired to have the formats of the instruments redesigned and the contents refined in relation to the model prior to field testing and revision.

The model consist of five subgoals and each is stressed at each of three levels (awareness--elementary, exploration--junior high and skill acquisition--senior high) regarding self and career development.

At the elementary level emphasis is placed on raising the awareness level of children concerning the world of work while creating interest and motivation based on relating school work to possible future careers. Specific awareness of the self including relationships and ways in which people are alike and different are stressed along with general awareness of job families and reasons people work.

Exploration of self realities and career possibilities enables junior high students to discover their personal strengths and weaknesses and to relate these to future careers. It is during the junior high years that decisions regarding high school course selection are required, leading to tentative entry level job choices. An accurate self assessment is necessary if students are to make realistic high school plans.

The senior high school years involve acquisition of personal-social and educational-occupational skills. Students may enroll in courses designed to provide vocational training and/or college preparation as well as to test potential career choices. Human relations courses in psychology, home and family living, marriage, child care and child development are becoming popular as they prepare students for effective home and community living. Communication skills are stressed to enable students to effectively seek, acquire and maintain jobs and to advance in their careers.

The model serves as a general framework for self and career development. The Bureau of Student Services has encouraged local systems to develop individual school counseling and guidance programs based on the model. The system of needs assessment should therefore closely parallel the model for self and career development.

Instrument Development

The development of the instruments was initiated by a review and study of existing counseling and guidance needs appraisal instruments that had previously been developed by state departments of education, colleges and universities and private educational agencies.

Surveys and needs assessment instruments reviewed were obtained from the following states: Louisiana, Missouri, Wisconsin, Montana, Minnesota, Texas, New Mexico, and Iowa. The format or instrument design was noted as well as the content of the items or stimulus statements. The content of the items found in various instruments proved to be fairly constant varying mainly in areas of emphasis and concentration. The formats for data collection tended to follow a five point Likert Scale with the exception of the instruments developed by the American College Testing Program.

It was desired that the instrument format be so constructed that the various publics surveyed have an opportunity to express the degree or amount of help needed for each item to be included in the instrument. Following a careful review of other instruments and the construction of various designs, the following format was deemed appropriate for eliciting the type of response being sought:

Amount of Help Needed:

None	Little	Some	Much
1.	2.	3.	4.

This format would allow each respondent--student, teacher, administrator, parent to indicate the amount of help they think is needed

for each item of concern by selecting one of four responses: 1. None, 2. Little, 3. Some, or 4. Much.

After determining the amount of help needed it was deemed desirable to determine the extent to which student needs are being met by the school for each item. East Baton Rouge Parish had previously developed a needs assessment system based on the American College Testing Program design. A derivation of the design was developed to be used in this project as follows:

Extent to Which Need is Being Met:

Needs not being met	Partially being met	Need being met
1.	2.	3.

This design would allow the various publics to indicate the extent to which student needs are being met after already having indicated the amount of help they felt was needed. When completed, the general format of the Junior High and Senior High Needs Appraisal Instrument (Appendix B) appeared as follows:

Amount of help needed					Extent to which need is being met:		
None	Little	Some	Much	DO STUDENTS IN OUR SCHOOL NEED HELP IN:	Need not being met	Partially being met	Need being met
1.	2.	3.	4.		1.	2.	3.

This format design allowed the respondent to indicate his/her perception of the amount of help needed by students and the extent to

which student needs are being met for each item on the assessment instrument. Responses are recorded on a standard IBM answer sheet (Appendix C).

The format of the elementary needs appraisal instrument (Appendix D) was designed for the student to indicate only the amount of help needed, since it appeared that the preceding design would be too confusing for students in grades four through six.

Selection of Items

A pool of stimulus items was drawn from the instruments previously developed by the Bureau of Student Services and additional items were written and added to the pool.

Each individual stimulus item was designed to reflect criterion referenced validity as items were selected or written to relate to each specific subgoal of the model for self and career development at the different levels. On the junior and senior high school students' instruments, there were 12 items which represented each of the five subgoal areas; on the elementary instrument, four items which represented each of the five subgoal areas (Appendix E).

Throughout the initial phase of the item writing, selections and rejections were based on the following criteria:

1. Representation of a particular subgoal area.
2. Emphasis on an accepted counseling and guidance function or duty necessary for an effective program:
   a. Individual counseling
   b. Group counseling
   c. Individual guidance
   d. Group guidance

e. Coordination

f. Consultation

g. Referral

h. Testing

i. Follow-up

j. Placement

k. Orientation

3. An accepted counseling and guidance program:

a. Drop-out prevention

b. Career education

c. Teacher in-service

d. Orientation

e. Public relations

f. Handicapped; disabled (physical or mental)

g. Over and under achievers

h. Testing

i. Talented and gifted

j. Sex education

k. Drug abuse education

l. Decision making

m. Human relations

n. Values clarification

To achieve face validity for the instruments and to insure input from a variety of educators, a jury of counseling experts was selected to monitor and evaluate the development of the instruments. Members of the advisory group included the following: Charles Vosburg, Supervisor of Counseling and Guidance, Louisiana State Department of Education;

Edwina Prescott, Supervisor of Guidance, East Baton Rouge Parish Schools; Elizabeth Berry, Counselor Educator, Louisiana State University; George Clark, Supervisor of Guidance, East Feliciana Parish; Tom Miller, Coordinator of Career Education, East Baton Rouge Parish; Sadie Boden, Placement Counselor, East Baton Rouge Parish; Harold Landreneau, Supervisor of Guidance, St. Landry Parish; Geraldine Fletcher, Counselor, Port Barre High School, and President of the Louisiana School Counselors' Association; Wilma Jones and Delores Johnson, Elementary School Counselors, East Baton Rouge Parish.

The jury of counseling experts met with the research team on three occasions in an advisory capacity to review the progress of the project in terms of the instrument design, the validity of the stimulus items, scoring and field test procedures.

The advisory group screened each item on the instruments based on the theoretical model, and the wording and content of the item as related to an appropriate guidance and counseling function. Each step of the procedure was approved by the advisory group prior to being completed.

Counseling and guidance needs appraisal instruments were developed to survey students, parents, teachers and administrators at the following levels:

Counseling and Guidance Needs Appraisal Instrument (grades 4-6)
Elementary Students (Appendix D)
Elementary Parents, Teachers and Administrators (Appendix F)

Counseling and Guidance Needs Appraisal Instrument (grades 7-12)
Junior and Senior High School Students (Appendix B)
Junior and Senior High School Parents, Teachers and Akministrators (Appendix G)

Directions for administration of the instruments were prepared as follows:

Directions for Administering Elementary Students' Needs Appraisal Instrument (Appendix H)

Directions for Administering Junior and Senior High School Students' Needs Appraisal Instrument. (Appendix I)

Directions for Administering Parents', Teachers', and Administrators' Needs Appraisal Instruments. (Appendix J)

The directions for the administration of the needs appraisal instruments were so designed to be self-explanatory for the counselor.

Field Testing

For field testing of the instruments, it was determined that a representative sample should include a racial and an urban-rural balance. Schools in four parishes were selected to achieve this balance using a 20 percent sample of each school's student population. Selected schools included the following: predominantly black-urban, Fortier High School in New Orleans; predominantly white-suburban, University High School in Baton Rouge; racially balanced-rural, Port Barre High School in St. Landry Parish; racially balanced-rural, Cottonport High School in Avoyelles Parish.

The counselor supervisors from the four field test parishes and the school counselors who were to administer the instruments met with the research team and the staff of the Bureau of Student Services to determine sampling and reporting procedures and to review testing materials.

Individual schools administered the instruments to students, teachers, administrators and parents in their respective school-communities. Following the administration of the instruments, the answer sheets were returned to Louisiana State University and were scanned on the Op Scan 100 DM. The data were transferred to tape and statistically analyzed by the Louisiana State University Computer Center.

Technical assistance in data analysis was provided by personnel in the Department of Experimental Statistics. Frequencies of responses for each item, means or average responses for each item and mean differentials were determined for each item resulting in a list of priority items on which to base counseling and guidance objectives and activities (Appendix K).

Following the field test the jury of counseling and guidance experts met again to review the evaluations of the counselors participating in the field test and to make final revisions. The major revision involved reversing the weights of the available choices on the instruments to facilitate the statistical procedures.

Statewide Testing

All parish counseling and guidance supervisors in Louisiana were contacted by the Bureau of Student Services and asked to participate in the statewide survey. From the approximately 40 school systems indicating an interest in surveying students, results were received from the following parishes:

1. Caldwell
2. Calcasieu
3. DeSoto
4. Avoyelles
5. Terrebonne
6. Natchitoches
7. Vermilion
8. Red River
9. Richland
10. LaSalle
11. Sabine
12. Iberville
13. St. Mary
14. City of Monroe
15. Vernon
16. St. James
17. Union
18. Ouachita
19. Grant
20. Lafayette
21. Jackson
22. St. Martin
23. St. Charles
24. Orleans
25. St. Bernard
26. Lincoln
27. Acadia

Counselors and counselor supervisors were instructed in regional workshops during April, 1976, in the use of the Counseling and Guidance Needs Appraisal Instruments by staff members of the Bureau of Student Services. Instruments, answer sheets, and instructions were distributed to those who wished to participate. It was determined that counselors would survey only students in grades four through twelve in the statewide field testing. Sampling procedures varied among the systems as each attempted to approximate at least a ten percent random sample. Some school systems surveyed selected schools; others selected students in schools throughout their system. A number of systems surveyed most of their student population in the appropriate grade levels. A total of 236 schools participated in the state wide testing. Counselors were requested to return their completed answer sheets to Louisiana State University for statistical analysis.

The method of reporting the analyzed data was revised in order to simplify the interpretation of the results. Approximately 10,000 student answer sheets were processed. The answer sheets were scanned and transferred to tape by an Op Scan 100 DM to facilitate data analysis. The data analysis procedures made it possible to obtain individual printouts of priorities for each school, combined schools within parishes, combined parishes within planning regions, and combined data for the entire state. For schools which identified sex and race variables, separate printouts were obtained which allowed counselors to examine whether useful information was lost by combining total school data. All pertinent information is arranged on a single sheet and ranks items from the instruments in priority order of needs least being met to those currently being met. Combined results for the 27 participating parishes may be found

in Appendix K. Overall results are available at the elementary, junior high school, and senior high school levels. Additional information in the form of priority lists are available for the three levels based on sex and race.

PART III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary objective of this study was to develop a set of Counseling and Guidance Needs Appraisal Instruments for use in Louisiana schools with the various groups served by school counselors. Developing the instruments involved research on instruments previously or currently used in other states, format and item selection, consultation with a jury of counseling and guidance experts, and field testing and revision of the instruments and directions.

The second part of this study involved statewide implementation of the instruments in all school systems which volunteered to participate. Workshops were held to prepare counselors for use of the Counseling and Guidance Needs Appraisal Instruments, materials were delivered and data were collected on IBM Answer Sheets. Analysis of the data involved scanning of the answer sheets on the data processing equipment and transferring the data to computer tape for data analysis. A list of priorities was produced for each participating school, parish, planning region and the combined statewide data.

Conclusions

1. The Counseling and Guidance Needs Appraisal Instruments can be used to assess the counseling and guidances needs of students on an individual school basis.
2. The Counseling and Guidance Needs Appraisal Instruments can identify the unmet counseling and guidance needs of students based on sexual and racial differences.

3. The Counseling and Guidance Needs Appraisal Instruments can identify areas of the self and career development model for which additional attention should be given in order to better meet student needs.
4. The perceived guidance and counseling needs of students as expressed by students tend to differ from those expressed by teachers.
5. Students and parents in general, tend to agree on the perceived guidance and counseling needs of students.

Recommendations

1. An answer sheet should be designed and printed especially for the Counseling and Guidance Needs Appraisal Instruments.
   a. A total of 120 answer spaces should be provided.
   b. The first 20 answer spaces should be marked or identified for elementary student responses.
   c. Odd numbered items should have four choices.
   d. Even numbered items should have three choices.
   e. Spaces should be made available to code the following identifying information:
      1.) School name
      2.) Parish name
      3.) Level (elementary, junior high or senior high)
      4.) Classification (student, parent, teacher, administrator, or counselor)
      5.) Race
      6.) Sex
2. An item analysis should be run to determine those items that are considered to be non-discriminating in order to improve the validity of the instruments.
3. Item analysis data should be used to revise the items including exclusion of non-discriminating items and inclusion of new items.
4. A statistical analysis should be run in order to make comparisons of

the responses of students, parents, teachers, administrators and counselors to determine if they tend to respond differently and have different needs.

5. A statistical analysis should be run in order to make comparisons of the responses of students by sex, race and urban-rural classifications to determine if they tend to respond differently and have different needs.
6. Comparisons should be made to determine if junior high school students and senior high school students tend to respond differently and have different needs.

APPENDICIES

APPENDIX A

A LOUISIANA SCHOOL MODEL FOR SELF AND CAREER DEVELOPMENT

I. Awareness	II. Exploration	III. Skill Acquisition
A. Self	A. Self	A. Self
B. Career	B. Career	B. Career

1. Physical, social, emotional and educational interests, attributes, abilities and aptitudes.
2. Consequences of behavior, values and decisions.
3. Communication and interpersonal skills.
4. Emotional expression
5. Coping with environmental and cultural effects.

APPENDIX B

COUNSELING AND GUIDANCE NEEDS APPRAISAL INSTRUMENT

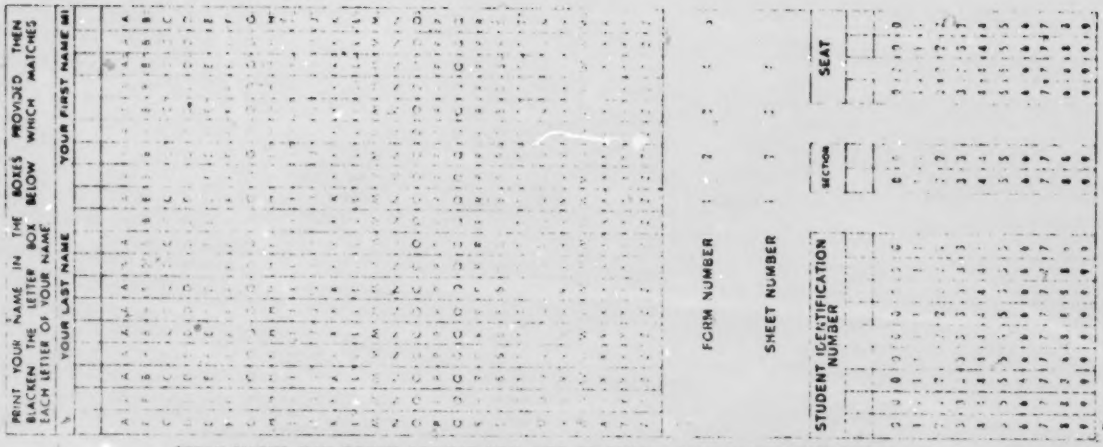
JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.	DO YOU NEED HELP IN:	Extent to which your need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
(Item) 1.	1.			Identifying your abilities, aptitudes and interests?			2.
2.	3.			Finding school, job and/or military information?			4.
3.	5.			Adjusting to your physical and mental capabilities and limitations?			6.
4.	7.			Planning for education or training following high school?			8.
5.	9.			Understanding your standardized test scores?			10.
6.	11.			Relating your interests and abilities to your future career plans?			12.
7.	13.			Accepting your physical growth and sexual development?			14.
8.	15.			Visiting and/or interviewing workers on the job in your career interest areas?			16.
9.	17.			Finding what financial aid is available for continuing your education?			18.
10.	19.			Knowing and understanding graduation requirements?			20.
11.	21.			Exploring career opportunities and alternatives?			22.
12.	23.			Learning how to prepare for careers in which you are interested?			24.
13.	25.			Planning what you will do if you choose to leave school before graduation?			26.
14.	27.			Understanding why you are doing poor school work and how to improve your studies?			28.
15.	29.			Understanding what is important to you now and in your future?			30.
16.	31.			Choosing courses which will help you work toward your career goals?			32.
17.	33.			Understanding why you behave as you do?			34.
18.	35.			Developing the best personality you can?			36.
19.	37.			Locating alcohol and drug abuse information?			38.
20.	39.			Locating sex education information?			40.

(Item)		Amount of help needed: None 1	Little 2	Some 3	Much 4	DO YOU NEED HELP IN:	Extent to which your need is being met: Need not being met 1	Partially being met 2	Need being met 3	
21.	41.					Improving your ability to make decisions?				42.
22.	43.					Understanding and liking yourself better?				44.
23.	45.					Learning about local employment opportunities?				46.
24.	47.					Identifying employers in your career interest areas?				48.
25.	49.					Getting along with others in a work setting?				50.
26.	51.					Improving your communication with others?				52.
27.	53.					Independently expressing your own ideas, views and opinions?				54.
28.	55.					Applying and interviewing for jobs?				56.
29.	57.					Improving relationships with your teachers?				58.
30.	59.					Making and keeping friends with persons your age?				60.
31.	61.					Developing self-confidence?				62.
32.	63.					Getting along with people who are different from you?				64.
33.	65.					Becoming a better listener in order to understand others?				65.
34.	67.					Involving your parents in your career planning?				68.
35.	69.					Knowing the employment outlook for your career interest areas?				70.
36.	71.					Adjusting to different teachers' expectations?				72.
37.	73.					Learning to tell others how you feel?				74.
38.	75.					Understanding how your feelings affect your working?				76.
39.	77.					Discussing personal problems and keeping confidences?				78.
40.	79.					Learning how your personality can be expressed through future careers?				80.

(Item)		DO YOU NEED HELP IN:		Amount of help needed: None 1. Little 2. Some 3. Much 4.	Extent to which your need is being met: Need not being met 1. Partially being met 2. Need being met 3.
41.	81.	Understanding the feelings of others?	82.		
42.	83.	Expressing your anger in acceptable ways?	84.		
43.	85.	Becoming involved in community activities?	86.		
44.	87.	Adjusting to your home situation?	88.		
45.	89.	Exercising self discipline?	90.		
46.	91.	Developing satisfactory relationships with members of the opposite sex?	92.		
47.	93.	Expressing your feelings in an acceptable manner?	94.		
48.	95.	Obtaining on-the-job experience in your career interest areas?	96.		
49.	97.	Evaluating your reactions to on-the-job experiences?	98.		
50.	99.	Becoming involved in school activities?	100.		
51.	101.	Finding part-time jobs?	102.		
52.	103.	Planning for summer school?	104.		
53.	105.	Adjusting to a new school situation?	106.		
54.	107.	Locating community people and agencies who can help you?	108.		
55.	109.	Learning how occupations can affect your future way of life?	110.		
56.	111.	Understanding reasons people work?	112.		
57.	113.	Learning what is necessary for future success and satisfaction in your work?	114.		
58.	115.	Securing employment after leaving school?	116.		
59.	117.	Learning about the counseling and guidance services which are available to you while you are in school?	118.		
60.	119.	Learning what career training is available to you while you are in high school?	120.		

APPENDIX C


PRINT YOUR NAME IN THE BOXES PROVIDED THEN BLACKEN THE LETTER BOX BELOW EACH LETTER OF YOUR NAME
YOUR LAST NAME
YOUR FIRST NAME MI
FORM NUMBER
SHEET NUMBER
STUDENT IDENTIFICATION NUMBER
SECTION
SEAT
STRAY MARKS MAY COUNT AGAINST YOU. USE #2 PENCIL ONLY. MAKE YOUR MARKS HEAVY AND BLACK. ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.
DATE
INSTRUCTOR
SECTION
COURSE
OC 33-476
LOUISIANA STATE UNIVERSITY

APPENDIX D

COUNSELING AND GUIDANCE NEEDS APPRAISAL INSTRUMENT

Elementary Students

None 1	Less 2	Same 3	More 4

DO YOU NEED HELP IN:

1. Learning about different kinds of work?
2. Learning more about things you like to do and things you can do?
3. Improving how you dress?
4. Learning how the things you can do well could be used in different jobs?
5. Making better choices and decisions?
6. Solving problems that concern you?
7. Improving your study habits?
8. Understanding why you behave as you do?
9. Making new friends?
10. Finding someone to listen to your problems?
11. Getting along with adults (parents, teachers)?
12. Overcoming shyness when you talk in front of your class?
13. Talking about your problems to others?
14. Understanding the feelings of others?
15. Feeling good about yourself?
16. Controlling your temper?
17. Learning how your school work will help you in future jobs?
18. Learning why people work?
19. Getting along in a new school?
20. Getting along at home?

APPENDIX E

RELATIONSHIPS OF COUNSELING AND GUIDANCE NEEDS
APPRAISAL ITEMS TO THE MODEL

Instruments: Junior & Senior High School Students
Junior & Senior High School Parents, Teachers & Administrators

Subgoal #1: Physical, social, emotional and educational interests, attributes, abilities and aptitudes.

Items:

1.	Self development	7.	Self development
2.	Career development	8.	Career development
3.	Self development	9.	Self development
4.	Career development	10.	Career development
5.	Self development	11.	Career development
6.	Career development	12.	Career development

Subgoal #2: Consequences of behavior, values and decisions.

Items:

13.	Career development	19.	Self development
14.	Self development	20.	Self development
15.	Self development	21.	Self development
16.	Career development	22.	Self development
17.	Self development	23.	Career development
18.	Self development	24.	Career development

Subgoal #3: Communication and interpersonal skills.

Items:

25.	Career development	31.	Self development
26.	Self development	32.	Self development
27.	Self development	33.	Self development
28.	Career development	34.	Career development
29.	Self development	35.	Career development
30.	Self development	36.	Self development

Subgoal #4: Emotional expression.

Items:

37.	Self development	43.	Self development
38.	Career development	44.	Self development
39.	Self development	45.	Self development
40.	Career development	46.	Self development
41.	Self development	47.	Self development
42.	Self development	48.	Career development

Subgoal #5: Coping with environmental and cultural effects.

Items:

49.	Career development	55.	Career development
50.	Self development	56.	Career development
51.	Career development	57.	Career development
52.	Career development	58.	Career development
53.	Self development	59.	Self development
54.	Self development	60.	Career development

(continued)

RELATIONSHIPS OF COUNSELING AND GUIDANCE NEEDS
APPRAISAL ITEMS TO THE MODEL (continued)

Instrument: Elementary Parents, Teachers and Administrators

Subgoal #1: Physical, social, emotional and educational interests, attributes, abilities and aptitudes.

Items:

1. Self development	4. Career development
2. Career development	5. Self development
3. Self development	6. Career development

Subgoal #2: Consequences of behavior, values and decisions.

Items:

7. Self development	10. Self development
8. Self development	11. Self development
9. Self development	12. Self development

Subgoal #3: Communication and interpersonal skills.

Items:

13. Self development	16. Self development
14. Self development	17. Self development
15. Self development	18. Self development

Subgoal #4: Emotional expression.

Items:

19. Self development	22. Self development
20. Self development	23. Self development
21. Self development	24. Self development

Subgoal #5: Coping with environmental and cultural effects.

Items:

25. Self development	28. Self development
26. Self development	29. Career development
27. Career development	30. Self development

Instrument: Elementary Students.

Subgoal #1: Physical, social, emotional and educational interests, attributes, abilities and aptitudes.

Item:

1. Career development	3. Self development
2. Self development	4. Career development

(continued)

RELATIONSHIPS OF COUNSELING AND GUIDANCE NEEDS APPRAISAL ITEMS TO THE MODEL (continued)

Subgoal #2: Consequences of behavior, values and decisions.

Item:

5.	Self development	7.	Self development
6.	Self development	8.	Self development

Subgoal #3: Communication and interpersonal skills.

Items:

9.	Self development	11.	Self development
10.	Self development	12.	Self development

Subgoal #4. Emotional expression.

Items:

13.	Self development	15.	Self development
14.	Self development	16.	Self development

Subgoal #5. Coping with environmental and cultural effects.

Item:

17.	Career development	19.	Self development
18.	Career development	20.	Self development

APPENDIX F

COUNSELING AND GUIDANCE NEEDS
APPRAISAL INSTRUMENT

Parents, Teachers and
Administrators (Elementary)

DO STUDENTS IN OUR SCHOOL NEED HELP IN:

(Item)		Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.	Extent to which your need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
1.	Understanding their standardized test scores?	1.	2.	3.	4.	1.	2.	3.
2.	Identifying their abilities, aptitudes and interests?	1.	2.	3.	4.	1.	2.	3.
3.	Adjusting to their physical and mental capabilities and limitations?	1.	2.	3.	4.	1.	2.	3.
4.	Relating current interests and abilities to a variety of future careers?	1.	2.	3.	4.	1.	2.	3.
5.	Accepting physical growth and improving their personal appearance?	1.	2.	3.	4.	1.	2.	3.
6.	Learning how to prepare for careers in which they are interested?	1.	2.	3.	4.	1.	2.	3.
7.	Improving their study habits?	1.	2.	3.	4.	1.	2.	3.
8.	Developing positive attitudes and values?	1.	2.	3.	4.	1.	2.	3.
9.	Understanding the consequences of their behavior?	1.	2.	3.	4.	1.	2.	3.
10.	Locating alcohol and drug abuse information?	1.	2.	3.	4.	1.	2.	3.
11.	Making better choices and decisions?	1.	2.	3.	4.	1.	2.	3.
12.	Solving personal-social problems?	1.	2.	3.	4.	1.	2.	3.
13.	Developing a sense of responsibility?	1.	2.	3.	4.	1.	2.	3.
14.	Making new friends?	1.	2.	3.	4.	1.	2.	3.
15.	Getting along with adults? (parents, teachers, etc.)	1.	2.	3.	4.	1.	2.	3.
16.	Developing self-confidence?	1.	2.	3.	4.	1.	2.	3.
17.	Becoming better listeners to understand others?	1.	2.	3.	4.	1.	2.	3.
18.	Being considerate of others?	1.	2.	3.	4.	1.	2.	3.

Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.	DO STUDENTS IN OUR SCHOOL NEED HELP IN:	Extent to which your need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
(Item)							
19.				37. Improving their self-images?	38.		
20.				39. Finding someone to listen to their personal problems?	40.		
21.				41. Telling others how they feel?	42.		
22.				43. Understanding the feelings of others?	44.		
23.				45. Expressing anger in acceptable ways?	46.		
24.				47. Understanding how feelings affect school work?	48.		
25.				49. Finding community agencies which provide services not available within the school?	50.		
26.				51. Adjusting to new school situations?	52.		
27.				53. Understanding reasons why people work?	54.		
28.				55. Learning what counseling and guidance services are available in their school?	56.		
29.				57. Understanding how school work is related to future careers and life styles?	58.		
30.				59. Adjusting to their home situations?	60.		

APPENDIX G

COUNSELING AND GUIDANCE NEEDS
APPRAISAL INSTRUMENT

Parents, Teachers & Administrators
(Junior & Senior High School)

DO STUDENTS IN OUR SCHOOL NEED HELP IN:

(Item)	Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.		Extent to which need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
1.	1.				Identifying their abilities, aptitudes and interests?			2.
2.	3.				Finding school, job and/or military information?			4.
3.	5.				Adjusting to their physical and mental capabilities and limitations?			6.
4.	7.				Planning for education or training following high school?			8.
5.	9.				Understanding their standardized test scores?			10.
6.	11.				Relating their interests and abilities to their future career plans?			12.
7.	13.				Accepting their physical growth and sexual development?			14.
8.	15.				Visiting and/or interviewing workers on the job in their career interest areas?			16.
9.	17.				Finding what financial aid is available for continuing their education?			18.
10.	19.				Knowing and understanding graduation requirements?			20.
11.	21.				Exploring career opportunities and alternatives?			22.
12.	23.				Learning how to prepare for careers in which they are interested?			24.
13.	25.				Planning what they will do if they choose to leave school before graduation?			26.
14.	27.				Understanding why they are doing poor school work and how to improve their studies?			28.
15.	29.				Understanding what is important to them now and in their future?			30.
16.	31.				Choosing courses which will help them work toward their career goals?			32.
17.	33.				Understanding why they behave as they do?			34.
18.	35.				Developing the best personality they can?			36.
19.	37.				Locating alcohol and drug abuse information?			38.
20.	39.				Locating sex education information?			40.

(Item)	Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.	DO STUDENTS IN OUR SCHOOL NEED HELP IN:	Extent to which need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
21.	41.				Improving their ability to make decisions?	42.		
22.	43.				Understanding and liking themselves better?	44.		
23.	45.				Learning about local employment opportunities?	46.		
24.	47.				Identifying employers in their career interest areas?	48.		
25.	49.				Getting along with others in a work setting?	50.		
26.	51.				Improving their communication with others?	52.		
27.	53.				Independently expressing their own ideas, views and opinions?	54.		
28.	55.				Applying and interviewing for jobs?	56.		
29.	57.				Improving relationships with their teachers?	58.		
30.	59.				Making and keeping friends with persons their age?	60.		
31.	61.				Developing self-confidence?	62.		
32.	63.				Getting along with people who are different from them?	64.		
33.	65.				Becoming a better listener in order to understand others?	66.		
34.	67.				Involving their parents in their career planning?	68.		
35.	69.				Knowing the employment outlook for their career interest areas?	70.		
36.	71.				Adjusting to different teachers' expectations?	72.		
37.	73.				Learning to tell others how they feel?	74.		
38.	75.				Understanding how their feelings affect their working?	76.		
39.	77.				Discussing personal problems and keeping confidences?	78.		
40.	79.				Learning how their personality can be expressed through future careers?	80.		

Amount of help needed: None 1.	Little 2.	Some 3.	Much 4.	DO STUDENTS IN OUR SCHOOL NEED HELP IN:	Extent to which need is being met: Need not being met 1.	Partially being met 2.	Need being met 3.
(Item)							
41.	81.			Understanding the feelings of others?	82.		
42.	83.			Expressing their anger in acceptable ways?	84.		
43.	85.			Becoming involved in community activities?	86.		
44.	87.			Adjusting to their home situation?	88.		
45.	89.			Exercising self discipline?	90.		
46.	91.			Developing satisfactory relationships with members of the opposite sex?	92.		
47.	93.			Expressing their feelings in an acceptable manner?	94.		
48.	95.			Obtaining on-the-job experience in their career interest areas?	96.		
49.	97.			Evaluating their reactions to on the job experiences?	98.		
50.	99.			Becoming involved in school activities?	100.		
51.	101.			Finding part-time jobs?	102.		
52.	103.			Planning for summer school?	104.		
53.	105.			Adjusting to a new school situation?	106.		
54.	107.			Locating community people and agencies who can help them?	108.		
55.	109.			Learning how occupations can affect their future way of life?	110.		
56.	111.			Understanding reasons people work?	112.		
57.	113.			Learning what is necessary for future success and satisfaction in their work?	114.		
58.	115.			Securing employment after leaving school?	116.		
59.	117.			Learning about the counseling and guidance services which are available to them while they are in school?	118.		
60.	119.			Learning what career training is available to them while they are in high school?	120.		

APPENDIX H

DIRECTIONS FOR ADMINISTERING ELEMENTARY STUDENTS' NEEDS APPRAISAL INSTRUMENT

Directions to be read to elementary students prior to administration.*

Read:

The questions which you will be asked to answer are not test questions since there are no right or wrong answers. On this survey an answer is right if it is right for you. Please listen carefully to each question and mark your answer on the separate answer sheet. Do not work ahead. Answer each question as it is read to you.

The information collected in your school will be used to learn how your school's counseling and guidance services can better meet your needs.

Hand Out:

One answer sheet to each student. (Check to see that each student has a number 2 pencil required for machine scoring.)

Write on the Chalkboard:

Course ____ Section _____ Instructor _____ Date _____

(Fill in as you explain the necessary information to the students.)

Read:

Now look at the top of your answer sheet where you see these blanks. (Point to the chalkboard.)

It is not necessary to put your name on this paper. Leave the name spaces blank. Beside the word "Course" write the number of your grade level (Write an example beside the word "Course" on the chalkboard). Beside the word "Section" print the name of your Parish (Print the Parish name on the chalkboard beside the word "Section"). Beside the word "Instructor" print the name of your school (Print the school name on the chalkboard beside the word "Instructor"). Copy today's date in the blank beside the word "Date" (Write the date for students to copy.)

Now turn your answer sheet so that the answer space for question 1 is at the top left corner of the page. (Hold up an answer sheet as you talk pointing to number 1 answer spaces.) As you see, number 1 has spaces for five possible answers. Please answer across the answer sheet from left to right.

*Directions in parentheses are not to be read aloud.

Write on the Chalkboard:

1. A B C D E

Read:

You are to mark only one space for each answer. Since our questions have only 4 choices, we will not use answer space 5 (Point to answer space 5 on the chalkboard).

Your pencil marks should fill in these lines under your answer choice. (Point to lines). Make them heavy and black but do not mark hard enough to tear your answer sheet. If you decide to change an answer, erase it completely before marking a different answer.

The last 2 answer spaces will be used to identify students by sex and race. (Point to the last 2 items). On item 127 mark A for female and B for male. On item 128 mark A for black, B for white, and C for other.

Hand Out:

One survey instrument to each student.

Write on the Chalkboard:

None	Less	Same	More
1	2	3	4

Read:

Look at the top of your survey where your four choices are listed. (Point to the choices on the chalkboard). When I read a question, please decide how much help you need with this problem. If you do not need any help, choose none (Point to none). If you need less help than you are now getting, choose less (Point to less). If you need the same amount of help you are now getting, choose same (Point to same). If you need more help than you are now getting choose more (Point to more). (Point to the choices and read out the numbers 1, 2, 3, 4).

We will use only four answer spaces since there are only four choices. (Point to four choices on the chalkboard). Do not mark answer space 5.

When I read a question you must choose which of the answers is best for you and mark the answer space which has the same number of your choice. (Do an example on the chalkboard using the choices and the answer spaces. "If you choose more help, you would mark answer space number 4 here.")

Now listen while I read the first question, choose your answer and mark it on the separate answer sheet. (Check to see that all students have marked the right place.)

(Read each question twice and repeat the choices with each question, allowing time for marking answers. Make necessary explanations if students do not understand the questions.)

APPENDIX I

DIRECTIONS FOR ADMINISTERING JUNIOR AND SENIOR HIGH SCHOOL STUDENTS' NEEDS APPRAISAL INSTRUMENT

Rationale:

The Counseling and Guidance Appraisal Instrument was developed to survey the counseling and guidance needs of students in individual schools as expressed by students, parents, teachers, and administrators of the school. Top priority needs will be identified as those which are considered important and are not being met. By identifying the counseling and guidance needs of students in their own school settings, counselors will be able to be more realistic in planning activities and in designing program projections to meet students' expressed needs during the next year.

Directions to be Read to Students Prior to Administration

Read:

The Counseling and Guidance Needs Appraisal Instrument is a survey instrument to be administered to selected students to determine the counseling and guidance needs for _____ high school/junior high school. It is not a test. There are no right or wrong answers. An answer is right if it is right for you. You should listen carefully to each item as it is read and mark your response on the separate answer sheet according to your needs as you view them. It is important that you consider each item independently of all other items in order for your responses to be meaningful to your school. The information obtained from this survey will be used to determine how our school's counseling and guidance services can be improved to better meet the needs of our students.

Hand out:

One survey instrument and one answer sheet to each student.

Read:

Look at the top of your separate answer sheet. This is a standard IBM answer sheet similar to those you may have used before. You are to mark on this answer sheet only with a number 2 pencil. Do not use any type of ink pen. If you do not have a number 2 pencil, one will be provided for you by the teacher.

(Check to see that all students have a number 2 pencil.)

It is not necessary for you to record your name in the blank provided. In the blank beside the word "course" write the number of your grade level. In the blank beside the word "section" print the name of your parish. In the blank beside the word "instructor" print the name of your school. Write today's date in the appropriate blank. Do not complete any other information until given further instructions.

Now turn you answer sheet so that the answer space for question number 1 appears at the top left corner of the page. As you see, number 1 has spaces for five possible answers. You are to mark only one space for each answer. Your pencil marks should be marked within the lines provided and should be heavy and black. Be careful not to mark so as to tear the answer sheet. If you change your answer, erase completely since incomplete erasures may be read as intended responses.

The last 2 answer spaces will be used to identify students by sex and race. On item 127 mark [A] for female and [B] for male. On item 128 mark [A] for black, [B] for white and [C] for other.

Now look at the Counseling and Guidance Needs Appraisal Instrument. The instrument consists of 60 items which require two responses

per item. The left columns provide four possible choices from which you may choose to indicate your amount of help needed for each item (None, Little, Some, Much). Only one response should be marked on the separate answer sheet for each item on the left.

The right columns provide three possible choices from which you may choose to indicate the extent to which the school is presently meeting your need for each item (Need Not Being Met, Need Partially Being Met, Need Being Met). Only one response should be marked on the separate answer sheet for each item on the right.

You should respond to all items in numerical order. Ex. 1, 2, 3, 4, on the separate answer sheet. Note that you should mark one of the possible spaces (1-4) for the odd numbered items and only one of the possible spaces (1-3) for the even numbered items. Other possible answer spaces should be disregarded. Notice that the answers are arranged across the page from left to right.

Now look at the example at the top of the Counseling and Guidance Needs Appraisal Instrument. Follow along with me as I read the statement, "Do you need help in:"

Number 1. Identifying your abilities, aptitudes and interests.

Look at the four possible responses on the left and determine which response best describes your present need. Your choices are:

None 1
Little 2
Some 3
Much 4

Notice each possible choice has an assigned number. Choose your response and mark the number which corresponds to your choice on the separate answer sheet. You should have marked either 1, 2, 3, or 4 for the four choices on the left. Always disregard the space for answer 5 and only mark one answer space for each item.

(Stop and check to see that each student has marked the correct answer space.

Now follow along as I reread the statement "Do you need help in:"

Number 2. Identifying my abilities, aptitudes and interests.

Look at the three possible responses on the right and determine to what extent you feel your school is presently meeting your need for this item. Your choices are:

Need Not Being Met 1
Need Partially Being Met . . . 2
Need Being Met 3

Notice each possible choice has an assigned number. Choose your response and mark the number which corresponds to your choice on the separate answer sheet. You should have marked either answer space 1, 2, or 3. Disregard the spaces for 4 and 5 for all even numbered items.

(Stop and check to see that each student has marked the correct answer space.)

Are there any questions about the instructions?

(Answer all questions or go through the directions again if you feel it is necessary. When you are sure that each student understands what he or she is to do, continue to read each item.)

APPENDIX J

DIRECTIONS FOR ADMINISTERING PARENTS', TEACHERS' AND ADMINISTRATORS' NEEDS APPRAISAL INSTRUMENTS

Rationale:

The Counseling and Guidance Needs Appraisal Instrument was developed to survey the counseling and guidance needs of students in individual schools as expressed by students, parents, teachers, and administrators of the school. Top priority needs will be identified as those which are considered important and are not being met. By identifying the counseling and guidance needs of students in their own school settings, counselors will be able to be more realistic in planning activities and in designing program projections to meet students' expressed needs during the next year.

Directions for Parents, Teachers and Administrators:

The Counseling and Guidance Needs Appraisal Instrument is a survey instrument to be administered to selected students, parents, teachers and administrators to determine the counseling and guidance needs for _____ high school/junior high school. It is not a test. There are no right or wrong answers. An answer is right if it is right for you. You should read each item carefully and mark your response on the separate answer sheet according to students' needs as you view them. It is important that you consider each item independently of all other items in order for your responses to be meaningful to your school. The information obtained from this survery will be used to determine how our school's counseling and guidance services can be improved to better meet the needs of our students.

Look at the top of your separate answer sheet. This is a standard IBM answer sheet similar to those you may have used before. You are to mark on this answer sheet only with a number 2 pencil. Do not use any type of ink pen. If you do not have a number 2 pencil, one will be provided for you.

It is not necessary for you to record your name in the blank provided. In the blank beside the word "course" write your level and title or classification (elementary, junior high or senior high parent; teacher; or administrator). For example, you may choose "junior high parent." In the blank beside the word "section" print the name of your parish. In the blank beside the word "instructor" print the name of your school. Write today's date in the appropriate blank. Do not complete any other information.

Now turn you answer sheet so that the answer space for question Number 1 appears at the top left corner of the page. As you see, Number 1 has spaces for five possible answers. You are to mark only one space for each answer. Your pencil marks should be marked within the lines provided and should be heavy and black. Be careful not to mark so as to tear the answer sheet. If you change your answer, erase completely since incomplete erasures may be read as intended responses.

The last two answer spaces will be used to identify students by sex and race. On item 127 mark (A) for female and (B) for male. On item 128 mark (A) for black, (B) for white and (C) for other.

Now look at the Counseling and Guidance Needs Appraisal Instrument. The instrument consists of items which require two responses per item. The left columns provide four possible choices from which you may choose to indicate students' level of need for each item (None, Little, Some,

Much). Only one response should be marked on the separate answer sheet for each item on the left.

The right columns provide three possible choices from which you may choose to indicate the extent to which the school is presently meeting students' need for each item (Need Not Being Met; Need Partially Being Met; Need Being Met). Only one response should be marked on the separate answer sheet for each item on the right.

You should respond to all items in numerical order, e.g. 1, 2, 3, 4, on the separate answer sheet. Note that you should mark one of the possible spaces (1-4) for the odd numbered items and one of the possible spaces (1-3) for the even numbered items. Other possible answer spaces should be disregarded. Notice that the answers are arranged across the page from left to right.

Now look at the example at the top of the Counseling and Guidance Needs Appraisal Instrument. Read the statement, "Do students in our school need help in:"

Look at the four possible responses on the left and determine which response best describes students' present needs. Your choices are:

None 1
Little 2
Some 3
Much 4

Notice each possible choice has an assigned number. Choose your response and mark the number which corresponds to your choice on the separate answer sheet. You should have marked either answer space 1, 2, 3, or 4 for the four choices on the left. Always disregard the space for answer 5 and only mark one answer space for each item.

Now reread the statement "Do students in our school need help in:"

Look at the three possible responses on the right and determine to what extent you feel your school is presently meeting students' need for this item. Your choices are:

Need Not Being Met 1
Need Partially Being Met . . . 2
Need Being Met 3

Notice each possible choice has an assigned number. Choose your response and mark the number which corresponds to your choice on the separate answer sheet. You should have marked either answer space 1, 2, or 3. Disregard the spaces for 4 and 5 for all even numbered items.

If you need further explanation concerning the instructions, please ask your counselor.

APPENDIX K

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: SENIOR HIGH
SEX: OVERALL
RACE:

AMOUNT OF HELP NEEDED — FREQUENCIES								MEAN	ITEM	EXTENT NEED BEING MET — FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
1103	19.4	1418	25.5	1490	26.8	1546	27.8	2.37	23	1603	29.3	2156	39.4	1711	31.3	2.31	0.37
1132	20.7	1200	21.9	1435	26.2	1708	31.2	2.32	48	1621	30.1	1808	33.6	1956	35.3	1.95	0.35
1117	20.1	1252	22.5	1443	26.0	1742	31.4	2.31	28	1646	30.1	1877	34.4	1939	35.5	1.97	0.34
1160	20.9	1227	22.1	1252	22.5	1916	34.5	2.29	8	1724	31.6	1630	29.8	2110	38.6	1.95	0.34
1102	19.8	1402	25.2	1421	25.5	1619	29.1	2.36	12	1596	29.2	2352	43.0	1521	27.8	2.04	0.32
1095	19.9	1191	21.6	1506	27.3	1716	31.2	2.30	42	1651	30.5	1911	35.4	1843	34.1	1.99	0.31
1464	27.1	984	18.2	1099	20.3	1865	34.5	2.39	51	1949	36.9	1571	29.7	1766	33.4	2.07	0.31
1003	18.1	1340	24.2	1553	28.1	1634	29.5	2.31	35	1636	30.1	2157	39.7	1642	30.2	2.03	0.28
1144	20.6	1394	25.1	1218	21.9	1802	32.4	2.34	4	1753	31.9	2208	40.1	1539	28.0	2.06	0.28
1099	20.7	1169	22.0	1365	25.7	1685	31.7	2.32	58	1731	33.2	1821	34.9	1665	31.9	2.08	0.27
944	17.9	1267	23.2	1541	27.8	1781	32.1	2.25	24	1634	29.9	1993	36.4	1845	33.7	1.98	0.27
892	16.0	1524	27.4	1688	30.3	1461	26.3	2.33	11	1616	29.6	2455	44.9	1392	25.5	2.07	0.26
1097	19.9	1097	19.9	1389	25.1	1940	35.1	2.24	37	1735	32.0	1795	33.1	1894	34.9	2.00	0.24
983	17.6	1401	25.2	1477	26.5	1709	30.7	2.30	6	1658	30.5	2255	41.4	1530	28.1	2.06	0.24
1035	18.7	1165	21.0	1514	27.4	1880	34.0	2.23	31	1642	30.3	1988	36.7	1792	33.1	2.00	0.23
888	16.1	1175	21.3	1695	30.7	1767	32.0	2.21	36	1656	30.5	2099	38.6	1677	30.9	2.02	0.19
980	17.6	1423	25.5	1282	23.0	1892	33.9	2.27	2	1846	33.7	2051	37.4	1580	28.8	2.04	0.18
739	13.3	1347	24.2	1847	33.2	1626	29.2	2.22	21	1570	28.6	2406	43.9	1508	27.5	2.03	0.18
924	16.6	1166	21.0	1496	26.9	1979	35.6	2.19	18	1722	31.5	1842	33.8	1883	34.6	2.00	0.18
785	14.2	1220	22.1	1737	31.5	1779	32.2	2.18	40	1696	29.7	2088	36.6	1722	31.8	2.01	0.18
1049	18.8	1265	22.7	1374	24.7	1879	33.8	2.27	16	1921	35.0	2062	37.6	1505	27.4	2.10	0.17
994	18.2	1221	18.5	1490	27.0	2019	36.5	2.18	39	1786	33.0	1799	33.3	1819	33.7	2.02	0.16
951	17.1	1324	23.8	1296	23.3	1997	35.9	2.22	9	1853	33.8	2022	36.9	1609	29.3	2.06	0.16
1027	19.4	1098	20.7	1362	25.7	1805	34.1	2.25	60	1869	36.2	1836	35.5	1465	28.3	2.10	0.15
828	15.5	1190	22.2	1473	27.5	1862	34.8	2.19	54	1781	34.0	1771	33.8	1688	32.2	2.05	0.13
534	9.6	1662	29.7	1788	32.0	1604	28.7	2.20	1	1445	26.1	2962	53.4	1137	20.5	2.07	0.13
723	13.5	1175	22.0	1636	30.6	1919	36.0	2.15	49	1707	32.6	1929	36.9	1607	30.4	2.03	0.12
945	17.3	1202	21.6	1421	25.5	2003	36.0	2.20	15	1786	32.6	2194	40.1	1493	27.3	2.08	0.12
834	15.1	1144	20.6	1711	30.8	1853	33.4	2.17	33	1719	31.7	2173	40.0	1538	28.3	2.06	0.11
993	17.9	997	18.0	1454	26.2	2106	37.9	2.16	29	1901	35.0	1767	32.5	1766	32.5	2.05	0.11
845	15.2	1148	20.6	1621	29.2	1950	35.1	2.16	27	1741	32.2	2049	38.3	1618	29.7	2.06	0.10
862	15.6	1024	18.5	1596	28.8	2058	37.1	2.12	32	1760	32.4	1908	35.2	1760	32.4	2.02	0.10
794	14.8	1270	23.7	1542	28.8	1755	32.7	2.21	55	1845	35.2	1926	36.7	1470	28.0	2.11	0.08
853	15.3	1087	19.5	1613	29.0	2017	36.2	2.14	26	1790	32.9	2051	37.7	1604	29.5	2.06	0.08
790	14.3	1129	20.4	1583	28.6	2330	36.7	2.12	38	1778	32.9	1968	36.4	1664	30.8	2.05	0.07
1136	20.4	965	17.4	1172	21.1	2280	41.1	2.17	14	2079	38.2	1588	31.0	1674	30.8	2.10	0.07
823	15.4	1169	21.8	1552	29.0	1807	33.8	2.19	57	1820	34.9	2036	39.0	1359	26.1	2.12	0.07
795	14.5	1071	19.4	1590	28.8	2359	37.3	2.11	41	1799	33.4	1888	35.0	1703	31.6	2.08	0.07
835	15.2	1155	21.0	1548	28.1	1967	35.7	2.16	43	1944	36.1	1955	34.4	1591	29.5	2.09	0.06
979	17.6	883	15.9	1285	23.1	2411	43.4	2.08	22	1928	35.4	1544	28.4	1973	36.2	2.02	0.06
983	17.9	883	16.1	1168	21.3	2456	44.7	2.07	46	1981	36.8	1432	26.6	1977	36.7	2.02	0.05
1312	23.7	721	13.0	793	14.3	2717	49.0	2.11	13	2170	40.2	1256	23.3	1974	36.6	2.07	0.04
921	16.6	986	17.8	1349	24.4	2283	41.2	2.10	34	2012	37.1	1599	29.3	1818	33.5	2.06	0.03
864	16.2	1112	20.8	1443	27.0	1925	36.0	2.17	59	1987	38.1	1430	26.1	1804	25.9	2.14	0.03
1029	18.6	737	13.3	941	17.0	2838	51.2	1.99	20	1985	36.4	1171	21.5	2298	42.1	1.96	0.02
753	13.7	985	17.9	1680	30.6	2071	37.7	2.08	47	1773	33.0	1972	36.7	1624	30.2	2.06	0.02
990	18.0	803	14.6	1132	20.6	2571	46.8	2.04	44	2035	37.3	1413	26.3	1956	36.4	2.03	0.01
854	15.3	1161	20.9	1423	25.6	2128	38.2	2.13	5	2152	39.4	1748	32.8	1518	27.8	2.14	0.01
819	14.9	1046	19.3	1493	27.2	2137	38.9	2.10	45	1989	37.0	1887	35.1	1503	27.9	2.12	0.00
1036	18.6	772	13.8	1072	19.2	2696	48.4	2.03	17	2099	38.6	1363	25.1	1972	36.3	2.08	0.00
948	17.6	966	17.9	1226	22.8	2246	41.7	2.11	53	2129	40.6	1577	30.1	1541	29.4	2.15	-0.03
834	15.6	1021	19.0	1377	25.7	2129	39.7	2.10	50	2083	39.9	1650	31.6	1435	27.5	2.15	-0.04
954	17.2	762	13.7	1134	20.4	2706	48.7	1.99	30	2157	39.9	1305	24.0	1954	36.1	2.07	-0.07
707	12.7	1086	19.6	1406	25.3	2353	42.4	2.03	3	2007	36.9	1872	34.4	1566	28.8	2.11	-0.09
873	15.7	770	13.8	1295	23.3	2628	47.2	1.98	25	2110	38.9	1603	29.5	1716	31.6	2.10	-0.12
1074	19.4	679	12.2	854	15.4	2936	53.0	1.98	19	2330	43.0	1254	23.2	1831	33.8	2.13	-0.15
888	16.0	930	16.7	1169	21.0	2569	46.2	2.02	10	2432	44.6	1583	29.0	1437	26.4	2.21	-0.19
940	16.9	569	10.3	794	14.3	3244	58.5	1.86	7	2255	41.8	1090	20.2	2047	38.0	2.07	-0.22
1007	18.7	639	11.9	790	14.7	2942	54.7	1.95	52	2385	45.7	1130	21.6	1705	32.7	2.17	-0.22
841	15.7	606	11.3	928	17.4	2970	55.6	1.87	56	2414	46.2	1233	23.6	1578	30.2	2.19	-0.31

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: JUNIOR HIGH
SEX: OVERALL
RACE:

AMOUNT OF HELP NEEDED										EXTENT NEED BEING MET							
FREQUENCIES								MEAN	ITEM	FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
446	19.4	654	28.5	764	33.3	433	18.9	2.48	12	576	25.5	1016	45.0	667	29.5	1.99	-0.49
451	19.7	606	26.5	597	26.1	634	27.7	2.38	28	624	27.6	813	36.0	822	36.4	1.94	-0.44
437	19.1	613	26.8	624	27.3	711	31.1	2.39	8	556	24.6	776	34.3	930	41.1	1.97	-0.43
401	17.5	618	26.9	743	32.4	533	23.2	2.39	23	595	26.2	935	41.2	740	32.6	1.96	-0.43
377	16.4	584	25.5	776	33.9	555	24.2	2.34	35	587	25.8	927	41.1	746	33.1	1.96	-0.38
550	24.2	467	20.5	565	25.7	674	29.6	2.39	51	707	32.0	719	32.5	786	35.5	2.01	-0.38
451	19.8	668	29.3	653	28.6	510	22.3	2.46	4	695	30.8	1021	45.3	537	23.8	2.10	-0.37
406	17.9	509	22.3	703	30.8	664	29.1	2.29	42	593	26.3	852	37.7	814	36.0	1.93	-0.35
426	18.6	584	25.5	780	34.1	498	21.8	2.41	16	692	30.6	976	43.2	591	26.2	2.07	-0.34
320	14.0	696	30.1	759	33.1	524	22.9	2.35	11	598	26.1	1036	46.0	630	28.0	2.01	-0.34
330	14.4	552	24.1	699	30.5	709	31.0	2.22	24	569	25.1	847	37.4	849	37.5	1.90	-0.32
324	14.2	530	23.3	732	32.2	698	30.3	2.22	48	547	24.4	870	38.9	822	36.7	1.90	-0.32
363	15.8	656	28.6	671	29.2	607	26.4	2.34	6	631	28.0	978	43.4	643	28.6	2.03	-0.31
399	17.8	557	24.9	696	31.1	585	26.2	2.34	60	665	30.5	873	40.1	640	29.4	2.04	-0.30
357	15.8	568	25.2	690	30.6	638	28.3	2.29	58	656	29.7	823	37.2	733	33.1	1.99	-0.29
381	16.6	596	25.9	635	27.6	686	29.9	2.29	9	669	29.6	882	39.1	706	31.3	2.02	-0.28
276	12.1	526	23.0	821	35.9	662	29.0	2.18	40	596	26.0	963	42.8	701	31.2	1.97	-0.21
323	14.1	488	21.3	795	34.9	681	29.7	2.26	18	640	28.4	912	40.4	705	31.2	2.00	-0.26
338	14.5	459	20.1	796	34.5	701	30.6	2.19	36	625	27.7	917	40.7	712	31.6	1.96	-0.23
413	18.0	564	24.6	648	29.3	665	29.0	2.32	10	802	35.6	858	38.1	592	26.3	2.12	-0.20
483	21.0	352	15.3	371	16.2	1089	47.5	2.10	13	714	31.6	567	25.1	975	43.2	1.91	-0.19
332	14.5	432	18.9	637	27.9	885	38.7	2.09	37	604	26.7	814	35.9	848	37.4	1.91	-0.18
330	14.4	594	25.9	592	25.9	774	33.8	2.21	2	726	32.2	856	37.9	674	29.9	2.02	-0.19
348	15.2	433	18.9	705	30.8	801	35.0	2.14	39	665	29.5	959	38.2	727	32.3	2.00	-0.15
347	15.2	526	23.0	761	33.3	652	28.5	2.25	15	727	32.2	1007	44.6	523	23.2	2.11	-0.14
284	12.6	468	20.7	678	30.1	826	36.6	2.09	54	660	29.6	782	35.0	790	35.4	1.97	-0.13
246	10.9	594	26.2	762	33.7	661	29.2	2.19	55	723	32.6	905	40.8	590	26.6	2.10	-0.09
229	9.8	456	20.2	788	34.9	791	35.1	2.05	49	596	26.8	885	39.8	741	33.3	1.96	-0.09
248	10.0	430	17.8	793	34.6	768	33.6	2.11	31	660	29.4	930	41.1	686	30.5	2.00	-0.11
215	9.3	516	22.4	904	39.3	666	28.9	2.12	21	621	27.4	1057	46.6	589	26.0	2.03	-0.09
394	17.2	355	15.5	621	27.1	920	40.2	2.10	29	755	33.3	761	33.6	751	33.1	2.02	-0.07
262	11.6	534	23.6	789	34.8	681	30.1	2.17	57	739	32.0	934	42.3	568	25.7	2.10	-0.07
228	10.2	470	20.5	806	35.2	786	34.3	2.06	38	675	30.1	974	38.9	695	31.0	2.02	-0.04
464	20.2	459	20.0	554	23.0	866	37.8	2.23	14	906	40.5	784	35.1	544	24.4	2.26	-0.03
313	13.8	468	20.6	658	29.0	829	36.6	2.12	53	813	36.5	768	34.4	649	29.1	2.16	-0.02
217	9.5	436	19.1	748	32.7	883	38.7	1.99	32	640	28.4	884	39.2	729	32.4	1.98	-0.01
235	10.2	448	19.5	793	34.6	819	35.7	2.04	27	671	29.7	954	42.2	634	28.1	2.04	0.00
253	11.1	424	18.7	842	36.8	764	33.4	2.07	33	688	30.5	995	44.2	570	25.3	2.06	0.01
304	13.4	487	21.5	719	31.8	753	33.3	2.15	59	856	38.7	793	35.9	561	25.4	2.17	0.02
94	4.1	653	28.3	961	41.7	598	26.0	2.10	1	627	27.4	1297	56.8	361	15.8	2.13	0.03
249	10.9	446	19.4	679	29.7	918	40.1	2.01	43	749	33.3	786	34.9	715	31.8	2.02	0.02
182	8.0	405	17.7	825	36.2	870	38.1	1.96	47	676	30.0	926	41.1	651	28.9	2.04	0.04
243	10.6	339	14.8	576	25.2	1126	49.3	1.87	46	715	31.7	667	29.6	872	38.7	1.95	0.04
237	10.3	296	12.9	451	19.7	1307	57.0	1.77	20	663	29.4	533	23.6	1058	46.9	1.85	0.04
239	10.4	366	15.9	661	28.8	1029	44.8	1.92	34	727	32.3	757	33.6	767	34.1	2.01	0.05
224	9.7	405	17.6	740	32.2	931	40.5	1.97	26	744	32.8	869	38.4	652	28.8	2.06	0.06
198	8.6	398	17.3	746	32.5	953	41.5	1.93	41	708	31.5	833	37.0	709	31.5	2.03	0.07
216	9.4	316	13.7	576	25.0	1192	51.8	1.81	22	711	31.5	698	30.9	848	37.6	1.97	0.16
202	8.8	399	17.4	753	32.9	936	40.9	1.94	45	779	34.7	885	39.4	580	25.8	2.12	0.17
276	12.0	430	18.8	624	27.2	961	41.9	2.01	5	925	41.2	749	33.3	572	25.5	2.19	0.18
237	10.5	388	17.2	620	27.5	1006	44.7	1.94	50	856	38.9	742	33.7	605	27.5	2.14	0.21
227	10.0	373	16.0	508	22.2	1271	55.8	1.76	44	780	34.7	606	27.0	859	38.3	1.99	0.23
252	11.0	280	12.2	478	20.8	1288	56.0	1.78	17	799	35.5	647	28.8	804	35.7	2.03	0.25
146	6.4	431	18.8	709	30.5	1017	44.3	1.87	3	817	36.2	880	39.0	557	24.7	2.15	0.27
219	9.6	294	12.8	437	19.1	1338	58.5	1.74	19	810	36.0	617	27.4	825	36.6	2.02	0.28
208	9.1	277	12.1	515	22.5	1293	56.4	1.74	30	857	38.0	564	25.0	837	37.1	2.03	0.29
184	8.0	298	13.0	591	25.7	1224	53.3	1.76	25	856	37.8	735	32.4	676	29.8	2.10	0.34
168	7.3	224	9.8	384	16.7	1521	66.2	1.58	7	849	37.8	522	23.2	975	39.0	2.03	0.45
175	7.7	201	8.9	320	14.1	1568	69.3	1.55	52	912	41.3	474	21.5	821	37.2	2.01	0.53
169	7.5	219	9.7	389	17.3	1475	65.5	1.59	56	982	44.6	553	25.1	665	30.2	2.18	0.59

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: ELEMENTARY
SEX: OVERALL
RACE:

DO YOU NEED HELP IN: FREQUENCIES								MEAN	ITEM
4	%	3	%	2	%	1	%		
677	41.6	359	22.1	226	13.9	364	22.4	2.83	16
341	20.9	747	45.7	289	17.7	257	15.7	2.72	1
475	29.3	515	31.7	270	16.6	363	22.4	2.68	7
376	23.1	629	38.7	333	20.5	288	17.7	2.67	4
412	25.3	572	35.2	297	18.3	345	21.2	2.65	6
398	24.4	483	29.6	283	17.4	466	28.6	2.50	17
325	19.9	539	33.0	351	21.5	418	25.6	2.47	5
433	26.7	408	25.1	269	16.6	514	31.7	2.47	19
420	25.8	356	21.9	227	14.0	622	38.3	2.35	12
362	22.2	395	24.3	291	17.9	580	35.6	2.33	10
295	18.1	460	28.2	344	21.1	533	32.7	2.32	2
273	16.8	415	25.5	349	21.4	592	36.3	2.23	13
263	16.1	401	24.6	332	20.3	637	39.0	2.18	14
320	19.7	294	18.1	246	15.2	762	47.0	2.11	20
273	16.7	319	19.6	303	18.6	736	45.1	2.08	8
292	17.3	278	17.1	250	15.4	818	50.2	2.01	11
201	12.3	299	18.4	253	15.5	876	53.8	1.89	15
200	12.2	203	12.4	207	12.6	1027	62.7	1.74	9
108	6.6	224	13.7	204	12.5	1101	67.3	1.60	18
86	5.3	138	8.4	163	10.0	1248	76.3	1.43	3

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: SENIOR HIGH
SEX:
RACE: BLACK

AMOUNT OF HELP NEEDED										EXTENT NEED BEING MET							
FREQUENCIES								MEAN	ITEM	FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
368	39.3	208	22.2	179	19.1	182	19.4	2.81	51	323	35.7	287	31.7	296	32.7	2.09	0.72
274	28.9	279	29.3	260	27.4	136	14.3	2.73	23	285	30.6	379	40.7	267	28.7	2.05	0.67
252	26.5	252	26.5	255	26.8	192	20.2	2.59	28	256	27.3	361	38.5	320	34.2	1.96	0.64
238	25.1	232	24.5	220	23.2	258	27.2	2.47	8	260	27.9	285	30.6	386	41.5	1.90	0.58
219	23.0	266	31.1	277	29.1	159	16.7	2.60	11	247	26.4	449	48.1	238	25.5	2.04	0.56
212	22.3	230	24.4	300	31.8	203	21.5	2.47	48	234	25.1	366	39.2	333	35.7	1.92	0.56
242	25.3	300	31.8	233	24.7	168	17.8	2.65	12	300	32.2	401	43.1	230	24.7	2.11	0.55
211	22.3	238	25.1	280	29.5	219	23.1	2.47	24	246	26.3	367	39.2	324	34.6	1.95	0.52
252	26.5	296	31.1	201	21.1	202	21.2	2.63	2	313	33.8	357	38.5	257	27.7	2.11	0.52
253	24.0	245	26.4	269	25.0	192	20.7	2.54	58	276	30.3	339	37.3	295	32.4	2.02	0.52
252	26.6	277	29.2	227	23.9	193	20.3	2.62	9	325	34.6	362	38.5	253	26.9	2.10	0.52
198	20.9	269	28.4	289	30.5	191	20.2	2.50	35	266	28.7	370	40.0	290	31.3	2.01	0.49
260	27.4	299	31.5	196	22.6	195	20.5	2.66	4	340	36.4	391	41.8	204	21.8	2.17	0.48
248	26.7	235	25.3	238	25.6	208	22.4	2.56	60	309	34.0	389	42.7	212	23.3	2.14	0.42
212	22.3	278	29.2	252	26.5	210	22.1	2.52	6	295	31.7	397	42.7	238	25.6	2.11	0.41
171	18.4	238	25.7	274	29.6	244	26.3	2.36	54	259	28.6	326	35.9	322	35.5	1.98	0.38
132	14.3	234	25.4	311	33.7	246	26.7	2.27	49	254	28.1	346	38.3	303	33.6	1.97	0.33
158	16.7	233	24.6	300	31.7	255	27.0	2.31	40	279	30.0	364	39.1	288	30.9	2.01	0.30
214	22.5	250	26.2	265	27.8	224	23.5	2.48	16	367	39.3	355	38.0	211	22.6	2.20	0.28
165	17.4	217	22.9	283	29.8	284	29.9	2.28	42	275	29.4	359	38.4	301	32.2	2.00	0.28
156	16.8	272	29.3	257	27.7	244	26.3	2.37	55	322	35.5	324	35.7	262	28.9	2.11	0.26
129	13.6	243	25.6	331	34.8	247	26.0	2.27	21	250	26.7	464	49.5	224	23.9	2.05	0.22
221	23.6	158	16.8	162	17.3	397	42.3	2.22	13	325	35.1	230	24.9	370	40.0	2.00	0.22
201	21.1	235	24.7	240	25.2	276	29.0	2.38	15	352	38.0	358	38.2	220	23.8	2.18	0.20
143	15.0	213	22.4	325	34.1	272	28.5	2.24	27	287	30.8	398	42.7	248	26.6	2.08	0.16
179	19.2	238	25.5	257	27.5	260	27.8	2.36	59	357	39.2	346	38.0	208	22.8	2.20	0.16
153	16.4	238	25.5	289	30.9	254	27.2	2.31	57	321	35.5	363	40.1	221	24.4	2.17	0.15
180	19.1	168	17.8	252	26.8	342	36.3	2.20	37	308	33.3	315	34.1	302	32.6	2.05	0.14
159	16.8	175	18.5	284	30.0	330	34.8	2.17	39	297	31.8	342	36.6	296	31.7	2.03	0.14
88	9.2	308	32.3	328	34.3	231	24.2	2.26	1	271	28.8	496	52.7	174	18.5	2.13	0.14
162	16.9	171	18.1	302	31.9	314	33.2	2.19	31	293	31.6	352	38.0	282	30.4	2.05	0.13
130	13.8	201	21.3	313	33.2	300	31.8	2.17	36	291	31.2	377	40.4	265	28.4	2.06	0.11
131	13.8	203	21.4	288	30.4	326	34.4	2.15	43	297	32.1	347	37.5	281	30.4	2.06	0.09
152	16.0	182	19.2	268	28.2	347	36.6	2.15	18	317	33.1	330	35.6	291	31.4	2.06	0.08
161	16.9	219	23.0	266	28.0	305	32.1	2.25	5	370	39.7	324	34.8	238	25.5	2.17	0.08
119	12.5	218	23.0	275	29.0	337	35.5	2.13	38	298	32.1	362	39.0	268	28.9	2.07	0.06
143	15.1	193	20.4	243	25.7	366	38.7	2.12	14	330	35.4	311	33.4	291	31.2	2.07	0.05
136	14.4	200	21.1	321	33.9	290	30.6	2.19	33	326	34.8	396	42.3	214	22.9	2.15	0.04
199	21.0	169	17.8	230	24.3	350	36.9	2.23	14	392	42.1	297	31.9	242	26.0	2.20	0.03
130	13.7	143	15.1	169	17.8	505	53.3	1.89	20	279	29.8	248	26.5	410	43.8	1.88	0.01
141	14.8	162	17.0	255	26.8	393	41.3	2.05	29	318	33.9	324	34.5	296	31.6	2.05	0.01
151	16.1	193	20.6	241	25.7	354	37.7	2.15	53	336	37.3	295	32.7	270	30.0	2.15	0.00
122	12.9	178	18.8	275	29.0	373	39.3	2.05	32	316	33.8	336	35.9	284	30.3	2.05	0.00
119	12.5	195	20.6	278	29.3	357	37.6	2.08	41	309	33.2	367	39.4	255	27.4	2.09	-0.01
112	11.9	173	18.3	320	33.9	340	36.0	2.06	47	323	34.7	348	37.4	259	27.8	2.10	-0.04
120	12.6	172	18.1	289	30.4	371	39.0	2.04	26	304	32.7	368	39.5	259	27.8	2.09	-0.05
130	14.2	184	20.0	268	29.2	336	36.6	2.12	50	341	38.1	322	36.0	231	25.8	2.17	-0.05
143	15.1	132	14.0	210	22.2	459	48.6	1.96	44	340	36.4	263	28.1	332	35.5	2.03	-0.07
131	13.9	156	16.6	186	19.7	469	49.8	1.95	46	332	35.5	288	30.8	316	33.8	2.04	-0.10
122	12.8	138	14.5	200	21.0	492	51.7	1.88	17	328	35.2	239	25.7	364	39.1	2.00	-0.11
99	10.4	192	20.2	282	29.7	377	39.7	2.01	3	329	35.4	353	38.0	247	26.6	2.13	-0.12
165	17.5	200	21.2	215	22.8	365	38.6	2.17	10	453	48.8	284	30.6	191	20.6	2.32	-0.15
134	14.2	131	13.8	157	16.6	524	55.4	1.87	19	362	37.0	232	25.1	350	37.9	2.03	-0.17
96	10.2	191	20.2	274	29.0	384	40.6	2.00	45	362	38.9	346	37.2	222	23.9	2.18	-0.18
124	13.1	117	12.3	192	20.3	515	54.3	1.84	22	347	37.9	272	29.8	319	34.9	2.04	-0.20
132	14.1	149	16.0	163	17.5	490	52.5	1.92	52	377	41.7	221	24.4	306	33.8	2.14	-0.22
114	12.0	124	13.1	238	25.1	474	49.9	1.87	55	345	37.0	303	32.5	284	30.5	2.11	-0.23
104	10.9	131	13.7	194	20.4	524	55.0	1.81	30	369	39.6	232	24.9	330	35.4	2.08	-0.28
117	12.3	103	10.9	154	16.2	575	60.6	1.75	7	371	40.1	195	21.1	359	38.8	2.05	-0.30
112	12.0	114	12.2	161	17.3	545	58.5	1.78	56	412	45.5	235	25.9	259	28.6	2.21	-0.43

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: SENIOR HIGH
SEX:
RACE: WHITE

AMOUNT OF HELP NEEDED										EXTENT NEED BEING MET							
FREQUENCIES								MEAN	ITEM	FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
626	21.9	861	30.1	782	27.3	595	20.8	2.53	23	746	26.2	1102	38.8	994	35.0	1.93	0.60
661	23.2	690	24.2	737	25.8	766	26.8	2.44	48	759	26.9	919	32.6	1145	40.6	1.88	0.56
673	23.5	854	29.8	810	28.3	526	18.4	2.58	12	804	28.3	1255	44.6	768	27.1	2.03	0.55
633	22.1	672	23.5	620	21.7	935	32.7	2.35	9	736	26.0	824	29.1	1274	45.0	1.82	0.53
843	29.5	571	20.1	590	20.8	842	29.6	2.50	51	916	32.7	833	29.8	1048	37.5	1.95	0.55
597	20.8	717	25.0	806	28.1	748	26.1	2.41	28	811	28.6	945	33.3	1079	38.1	1.92	0.48
570	19.9	787	27.5	828	28.9	682	23.8	2.43	35	778	27.5	1154	40.7	901	31.8	1.97	0.46
474	16.6	717	25.1	801	28.0	869	30.4	2.28	24	706	24.8	1004	35.3	1134	39.9	1.86	0.42
480	16.7	863	30.1	902	31.4	625	21.8	2.42	11	784	27.7	1283	45.4	762	26.9	2.02	0.39
669	23.4	836	29.3	691	24.2	662	23.2	2.53	4	1023	36.0	1160	40.8	658	23.2	2.14	0.38
575	20.4	667	23.6	759	26.9	824	29.2	2.35	58	851	30.5	985	35.4	950	34.1	1.94	0.37
532	18.6	628	21.9	854	29.8	853	29.8	2.29	42	803	28.3	989	34.9	1061	36.7	1.93	0.36
518	18.1	804	28.1	841	29.3	703	24.5	2.40	6	868	30.7	1204	42.5	758	26.8	2.06	0.34
454	15.8	626	21.8	906	31.6	880	30.7	2.23	31	823	29.0	1091	38.5	920	32.5	1.98	0.25
474	16.5	595	20.7	776	27.1	1023	35.7	2.18	37	853	30.1	912	32.2	1070	37.7	1.94	0.24
562	19.6	752	26.3	794	27.7	756	26.4	2.39	16	1101	38.8	1087	38.3	650	22.9	2.17	0.22
342	11.9	668	23.3	1024	35.7	834	29.1	2.18	40	791	27.9	1122	39.5	926	32.6	1.96	0.22
456	15.9	759	26.5	679	23.7	966	33.8	2.25	9	966	34.1	998	35.2	871	30.7	2.04	0.20
403	14.1	585	20.5	976	34.0	899	31.4	2.17	36	816	28.9	1094	38.7	918	32.5	1.98	0.19
546	19.4	601	21.4	799	28.4	866	30.8	2.29	60	1044	37.6	958	34.5	771	27.8	2.11	0.18
306	10.7	713	24.9	1084	37.8	763	26.6	2.20	27	832	29.3	1240	43.7	766	27.0	2.03	0.16
360	12.5	628	21.9	910	31.7	974	33.9	2.13	18	888	31.3	966	34.1	979	34.6	1.98	0.15
444	15.5	793	27.6	685	23.9	948	33.0	2.26	2	1037	36.6	1050	37.0	749	26.4	2.12	0.13
363	12.8	624	22.0	804	28.3	1046	36.9	2.11	54	897	32.2	915	32.8	978	35.1	1.99	0.12
430	15.0	538	18.8	804	28.1	1094	38.2	2.11	39	917	32.5	912	32.3	993	35.2	1.99	0.12
309	11.0	601	21.4	891	31.7	1012	36.0	2.07	49	833	30.0	958	34.5	985	35.5	1.96	0.11
172	6.0	971	33.8	1011	35.2	719	25.0	2.21	1	783	27.4	1604	56.0	475	16.6	2.11	0.09
419	14.6	693	24.2	858	30.0	893	31.2	2.22	15	906	35.1	1186	41.8	655	23.1	2.13	0.09
333	11.7	691	24.4	897	31.6	916	32.3	2.16	55	959	34.3	1063	38.0	775	27.7	2.09	0.07
339	11.8	597	20.8	911	31.7	1026	35.7	2.09	27	927	32.7	1096	38.6	815	28.7	2.05	0.03
367	12.9	624	22.0	914	32.3	929	32.8	2.15	57	978	35.0	1122	40.2	693	24.8	2.12	0.03
257	9.0	629	21.9	1002	34.9	979	34.1	2.06	33	901	31.8	1176	41.5	756	26.7	2.06	0.00
348	12.0	579	20.2	831	29.0	1111	38.8	2.05	43	1006	35.5	964	34.0	866	30.5	2.06	-0.00
307	10.7	577	20.1	947	32.9	1045	36.3	2.05	26	949	33.5	1092	38.6	788	27.9	2.07	-0.02
300	10.5	490	17.1	947	33.0	1130	39.4	1.99	32	925	32.8	993	35.2	904	32.0	2.02	-0.03
494	17.2	492	17.2	638	22.3	1240	43.3	2.08	14	1129	40.0	873	30.9	820	29.1	2.12	-0.04
272	9.5	558	19.5	917	32.0	1117	39.0	1.99	38	957	33.9	1003	35.5	866	30.6	2.05	-0.05
385	13.6	581	20.5	835	29.5	1033	36.4	2.11	59	1116	40.0	959	34.4	713	25.6	2.16	-0.05
261	9.1	541	18.9	948	33.1	1118	39.0	1.98	41	984	34.7	973	34.5	872	30.8	2.05	-0.07
346	12.1	473	16.5	833	29.1	1215	42.4	1.98	29	1051	37.1	879	31.0	903	31.9	2.06	-0.08
276	9.6	471	16.4	833	29.0	1288	44.9	1.91	22	949	34.4	846	29.9	994	35.3	2.01	-0.10
234	8.2	477	16.7	988	34.5	1165	40.7	1.92	47	946	33.5	1046	37.1	830	29.4	2.05	-0.13
329	11.5	440	15.4	669	23.3	1427	49.8	1.89	46	1030	36.6	680	24.1	1052	37.3	2.03	-0.14
360	12.6	580	20.2	727	25.4	1199	41.8	2.04	5	1233	43.7	891	31.4	705	24.9	2.20	-0.16
247	8.6	544	19.0	889	31.1	1183	41.3	1.95	45	1065	37.7	1029	36.4	730	25.9	2.13	-0.18
458	16.0	347	12.1	377	13.2	1681	58.7	1.85	13	1145	40.6	892	31.4	1072	38.0	2.04	-0.19
289	10.1	469	16.4	727	25.3	1383	48.2	1.88	34	1105	39.1	837	29.6	911	32.3	2.08	-0.20
319	11.1	409	14.3	637	22.2	1502	52.4	1.84	44	1097	39.0	730	25.9	989	35.1	2.05	-0.21
314	11.2	492	17.5	715	25.4	1295	46.0	1.94	52	1227	43.5	854	30.8	711	25.6	2.20	-0.26
267	9.3	293	10.2	480	16.8	1823	63.7	1.65	20	1034	36.5	499	17.6	1306	45.9	1.92	-0.27
323	11.4	465	16.4	672	23.7	1379	48.6	1.91	53	1235	44.0	794	28.4	777	27.7	2.17	-0.29
289	10.1	345	12.0	577	22.1	1660	57.8	1.74	17	1117	39.5	662	23.4	1052	37.2	2.03	-0.41
220	7.7	335	11.7	637	22.2	1675	58.4	1.69	30	1206	42.8	639	22.7	972	34.5	2.10	-0.43
142	5.0	469	16.4	755	26.4	1498	52.3	1.74	3	1155	41.0	933	33.1	728	25.9	2.17	-0.47
190	6.6	350	12.2	746	25.9	1589	55.3	1.70	25	1232	43.5	813	28.7	785	27.7	2.17	-0.48
336	11.7	476	16.6	657	22.9	1398	48.8	1.91	10	1558	55.2	772	27.3	494	17.5	2.39	-0.65
160	5.6	259	9.0	462	16.1	1986	69.3	1.51	19	1304	46.1	621	22.0	901	31.9	2.16	-0.68
162	5.6	205	7.1	353	12.3	2150	74.9	1.44	7	1299	46.3	485	17.3	1022	36.4	2.12	-0.70
214	7.5	256	9.0	359	12.7	2008	70.8	1.53	52	1419	51.1	526	18.9	832	30.0	2.23	-0.78
151	5.3	247	8.7	477	16.8	1958	69.1	1.50	56	1481	53.0	589	21.1	722	25.9	2.28	

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: JUNIOR HIGH
SEX:
RACE: BLACK

AMOUNT OF HELP NEEDED — FREQUENCIES								MEAN	ITEM	EXTENT NEED BEING MET — FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
163	25.5	178	27.8	155	24.2	144	22.5	2.56	28	193	30.7	226	35.9	210	33.4	2.21	0.55
196	30.7	138	21.6	150	23.5	154	24.1	2.59	51	209	34.1	217	35.4	187	30.5	2.16	0.43
130	20.7	165	25.1	208	32.2	120	18.6	2.51	12	172	27.7	274	44.1	175	28.2	2.26	0.25
129	20.3	172	26.7	220	34.2	123	19.1	2.48	35	173	27.6	258	41.2	195	31.2	2.03	0.45
149	23.1	175	26.3	199	30.8	128	19.8	2.53	23	197	31.3	262	41.6	171	27.1	2.04	0.49
108	16.8	207	32.2	201	31.3	126	19.6	2.46	11	159	27.1	286	45.9	168	27.0	2.07	0.39
131	20.4	192	29.8	186	29.2	134	20.8	2.49	9	196	31.1	286	45.3	149	23.6	2.11	0.38
122	19.1	147	23.0	191	29.9	179	28.0	2.33	8	161	25.7	231	36.9	234	37.4	1.95	0.38
133	20.7	191	29.8	197	30.7	121	18.8	2.52	4	214	34.3	282	45.2	128	20.5	2.13	0.39
121	18.8	184	28.5	176	27.3	164	25.4	2.41	6	186	29.5	277	44.0	167	26.5	2.03	0.38
89	13.9	170	26.6	219	34.2	162	25.3	2.29	48	151	24.1	281	44.8	195	31.1	1.93	0.36
95	14.8	165	25.7	205	31.9	178	27.7	2.28	24	168	26.5	253	39.9	213	33.6	1.93	0.35
109	17.2	171	26.9	164	25.8	191	30.1	2.31	54	186	30.0	219	35.3	215	34.7	1.95	0.36
113	17.7	181	28.3	231	36.1	115	18.0	2.46	16	207	33.1	275	43.9	144	23.0	2.10	0.36
126	20.1	161	25.6	197	31.4	144	22.9	2.43	60	206	34.0	254	41.9	146	24.1	2.10	0.33
114	18.0	169	26.7	191	30.2	159	25.0	2.38	58	198	32.3	250	40.8	165	26.9	2.05	0.33
153	23.9	109	17.0	112	17.5	267	41.7	2.23	13	197	31.5	171	27.4	257	41.1	1.90	0.33
126	19.7	173	27.1	185	29.0	154	24.1	2.42	2	209	33.6	260	41.8	153	24.6	2.09	0.33
102	15.6	150	23.5	194	30.4	195	30.5	2.24	42	180	28.8	233	37.2	213	34.0	1.95	0.29
82	14.8	158	24.6	233	36.3	168	26.2	2.24	40	166	26.5	262	45.6	178	28.0	1.98	0.26
132	20.7	163	25.5	187	29.3	157	24.6	2.42	10	240	38.3	242	38.6	145	23.1	2.15	0.27
91	14.3	182	28.5	224	35.1	141	22.1	2.35	55	208	33.8	254	41.2	154	25.0	2.09	0.26
100	15.6	135	21.0	201	31.3	206	32.1	2.20	39	181	28.9	244	39.0	201	32.1	1.97	0.23
73	11.5	141	22.3	231	36.5	188	29.7	2.16	49	160	25.9	265	42.9	193	31.2	1.95	0.21
124	19.4	135	21.1	213	33.3	167	26.1	2.34	15	225	35.8	273	43.4	131	20.8	2.15	0.19
148	23.0	154	24.0	150	23.3	191	29.7	2.40	14	243	39.6	237	38.6	134	21.8	2.18	0.22
105	16.3	130	20.2	199	30.9	209	32.5	2.20	36	172	27.4	281	44.7	175	27.9	2.00	0.20
92	14.4	146	22.8	192	30.0	210	32.8	2.19	53	209	33.4	232	37.1	184	29.4	2.04	0.15
33	5.4	138	10.6	279	43.1	132	20.4	2.22	1	171	28.3	362	56.7	102	16.0	2.12	0.10
93	14.4	165	25.8	206	32.2	176	27.5	2.27	57	235	34.1	247	41.0	150	24.9	2.09	0.18
95	14.8	117	18.2	167	26.0	268	41.7	2.05	37	176	27.8	238	37.7	218	34.5	1.93	0.12
104	16.0	144	22.6	206	32.3	180	28.2	2.28	59	240	38.1	233	37.0	141	23.0	2.22	0.06
105	16.4	136	21.1	169	26.3	252	39.3	2.12	29	224	35.1	214	33.5	201	31.5	2.04	0.08
72	11.2	142	22.0	228	35.3	203	31.5	2.13	38	185	29.9	260	42.0	174	28.1	2.02	0.11
82	12.8	97	15.1	135	21.1	327	51.0	1.90	20	165	26.4	172	27.6	287	46.0	1.80	0.10
81	12.6	122	19.0	216	33.6	224	34.8	2.09	18	194	30.8	256	40.6	182	28.9	2.02	0.07
77	12.0	140	21.8	183	28.5	242	37.7	2.08	43	205	32.7	235	37.5	187	29.8	2.03	0.05
70	10.8	124	19.2	238	36.8	216	33.3	2.07	27	189	29.9	271	42.9	172	27.2	2.03	0.04
58	9.0	133	20.6	250	38.8	204	31.6	2.07	21	186	29.4	287	45.3	160	25.3	2.04	0.03
93	11.3	107	16.6	206	31.9	259	40.2	1.99	34	176	27.9	248	39.4	206	32.7	1.95	0.04
94	15.3	135	21.2	183	28.5	214	34.9	2.01	5	245	38.8	229	36.2	158	25.0	2.14	0.01
75	11.7	102	15.9	222	34.6	243	37.8	2.01	31	202	32.3	230	36.8	193	30.9	2.01	0.00
87	13.5	116	18.0	221	34.3	220	34.2	2.11	33	213	33.8	279	44.2	139	22.0	2.12	-0.01
60	9.3	115	17.8	217	33.6	253	39.2	1.97	41	194	31.0	233	37.2	199	31.8	2.00	-0.03
59	9.2	128	19.9	198	30.8	257	40.0	1.98	47	201	31.8	254	40.1	176	28.1	2.04	-0.06
59	9.2	106	16.5	163	25.3	316	49.1	1.86	46	201	31.7	192	30.2	242	38.1	1.94	-0.08
73	11.3	116	18.0	192	29.8	264	40.9	2.00	26	210	33.5	233	37.2	183	29.2	2.04	-0.04
62	9.7	113	17.6	199	29.5	277	43.2	1.94	32	191	30.5	252	40.2	184	29.3	2.01	-0.07
74	11.8	118	18.8	172	27.5	262	41.9	2.01	50	227	37.2	221	36.2	163	26.7	2.11	-0.10
81	12.6	88	13.7	116	18.1	356	55.5	1.83	19	203	32.5	174	27.8	248	39.7	1.93	-0.10
56	8.7	114	17.7	209	32.3	266	41.3	1.94	45	213	33.6	255	40.3	165	26.1	2.08	-0.14
50	7.8	129	20.2	217	34.0	243	38.0	1.98	3	208	33.6	262	42.3	149	24.1	2.09	-0.11
66	10.3	77	12.1	158	24.8	337	52.8	1.80	44	210	33.3	187	29.7	233	37.0	1.96	-0.16
81	12.6	80	12.4	126	19.5	358	55.5	1.84	17	220	35.0	192	30.5	217	34.5	2.01	-0.17
63	9.8	84	13.1	139	21.7	356	55.5	1.79	25	221	35.5	175	28.1	227	36.4	2.00	-0.21
55	8.5	90	14.0	161	25.0	338	52.5	1.79	10	216	34.1	215	34.0	202	31.9	2.02	-0.23
63	9.8	79	12.3	134	20.9	366	57.0	1.75	52	227	36.2	167	26.6	233	37.2	2.03	-0.27
69	10.8	82	12.8	121	18.9	367	57.4	1.77	22	216	35.2	179	29.2	218	35.6	2.07	-0.30
57	8.8	81	12.6	112	17.4	395	61.2	1.69	56	199	32.0	184	29.6	239	38.4	2.06	-0.37
60	9.4	73	11.5	114	17.9	390	61.2	1.69		236	38.6	168	27.5	207	33.9	2.12	-0.43

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COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: JUNIOR HIGH
SEX:
RACE: WHITE

AMOUNT OF HELP NEEDED — FREQUENCIES								MEAN	ITEM	EXTENT NEED BEING MET — FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
290	18.7	442	28.6	530	34.3	285	18.4	2.48	12	393	25.3	711	45.8	446	28.7	1.98	-0.50
298	18.7	359	22.7	411	26.0	493	32.0	2.28	8	375	24.5	518	33.8	640	41.7	1.85	-0.43
230	14.9	420	27.2	516	33.4	375	24.5	2.32	23	378	24.7	625	40.8	529	34.5	1.92	-0.41
287	18.6	329	21.6	479	31.0	443	28.7	2.30	42	396	25.2	583	38.1	562	36.7	1.98	-0.32
265	17.2	407	26.4	415	26.9	457	29.6	2.31	28	409	26.8	550	36.1	565	37.1	1.92	-0.39
293	19.1	455	29.6	491	28.0	358	23.3	2.44	4	445	29.2	702	46.0	379	24.8	2.06	-0.38
223	16.5	326	25.5	527	34.2	406	26.3	2.28	35	383	25.1	624	40.9	519	34.0	1.93	-0.35
264	16.4	361	24.7	528	34.2	350	22.7	2.39	16	456	29.8	653	43.3	411	26.9	2.04	-0.35
325	21.1	338	20.7	424	26.5	486	31.6	2.31	51	474	31.6	474	31.6	553	36.8	1.90	-0.41
213	13.8	366	23.8	466	30.2	496	32.2	2.19	24	375	24.6	559	36.7	590	38.7	1.88	-0.31
252	16.7	374	24.7	467	30.9	419	27.7	2.30	50	432	29.3	576	39.1	467	31.7	2.00	-0.30
217	14.2	337	22.0	482	31.5	493	32.2	2.18	48	375	24.9	552	36.6	582	38.6	1.86	-0.32
190	12.3	450	29.1	532	34.4	374	24.2	2.29	11	331	25.6	777	46.3	429	25.1	2.00	-0.29
218	14.3	379	24.9	471	30.9	456	29.9	2.24	58	433	28.8	535	35.6	535	35.6	1.85	-0.39
225	14.5	429	27.7	470	30.4	423	27.3	2.29	6	420	27.6	662	43.6	437	28.8	2.02	-0.27
224	14.5	342	22.2	545	35.3	431	28.0	2.23	18	425	27.9	607	39.9	490	32.2	1.98	-0.25
220	14.3	306	19.9	558	36.2	457	29.7	2.19	36	425	27.9	592	38.9	504	33.1	1.97	-0.22
224	14.5	385	24.9	420	27.1	518	33.5	2.20	9	446	29.3	559	36.9	516	33.9	1.69	-0.51
223	14.5	297	19.3	442	28.7	577	37.5	2.11	37	407	26.6	539	35.2	584	38.2	1.90	-0.21
172	11.2	353	22.9	553	35.9	463	30.0	2.15	40	394	25.9	638	42.0	488	32.1	1.96	-0.19
255	16.5	374	24.2	436	28.2	481	31.1	2.26	10	536	35.3	580	38.2	403	26.5	2.11	-0.15
209	13.6	309	20.0	543	35.2	481	31.2	2.16	31	431	28.4	627	41.3	459	30.3	2.01	-0.15
234	15.2	282	18.3	470	30.5	555	36.0	2.13	39	460	30.2	572	37.6	490	32.2	1.98	-0.15
301	19.5	225	14.5	239	15.4	782	50.5	2.03	13	490	32.1	369	24.1	670	43.8	1.88	-0.15
212	13.7	360	23.3	515	33.6	453	29.3	2.21	15	476	31.2	687	45.1	361	23.7	2.09	-0.12
190	12.3	391	25.3	391	25.3	575	37.2	2.13	2	473	30.9	572	37.4	485	31.7	2.01	-0.12
145	9.4	357	23.0	616	39.7	432	27.9	2.14	21	416	27.2	716	46.9	397	25.9	2.01	-0.13
273	17.7	219	14.2	423	27.4	628	40.7	2.09	29	501	32.9	523	33.1	517	34.0	2.02	-0.07
146	9.6	387	25.3	505	33.1	489	32.0	2.12	55	499	32.5	607	40.3	419	27.2	2.07	-0.05
155	10.1	347	22.7	550	36.0	476	31.2	2.12	57	472	31.2	651	43.1	388	25.7	2.07	-0.05
160	10.5	283	18.6	494	31.8	596	39.1	2.00	54	447	29.5	530	35.0	537	35.5	1.94	-0.06
143	9.3	301	19.7	524	34.1	568	36.9	2.01	32	422	27.7	597	39.3	502	33.0	1.97	-0.04
135	8.9	293	19.3	525	34.5	569	37.4	2.00	49	416	27.7	575	38.3	511	34.0	1.94	-0.06
144	9.3	313	20.3	534	34.7	550	35.7	2.03	38	467	30.7	576	37.9	477	31.4	2.01	-0.02
155	10.1	288	18.7	581	37.7	516	33.5	2.05	33	451	29.7	660	43.4	408	26.9	2.05	-0.00
153	9.9	306	19.8	521	33.7	565	36.6	2.03	27	452	29.6	641	42.0	432	28.3	2.03	0.00
295	19.1	281	18.2	338	21.9	630	40.8	2.16	14	622	41.0	512	33.7	384	25.3	2.16	0.00
202	13.2	301	19.7	433	28.3	592	38.7	2.07	53	566	37.4	507	33.6	436	28.9	2.11	0.04
174	11.4	327	21.4	481	31.5	546	35.7	2.08	59	576	38.5	523	34.9	399	26.6	2.12	0.04
159	10.3	286	18.5	459	29.7	641	41.5	1.98	43	511	33.6	521	34.2	491	32.2	2.01	0.03
47	3.0	437	28.1	644	41.5	425	27.4	2.07	1	427	27.7	879	57.0	236	15.3	2.13	0.06
170	11.1	219	14.3	395	25.7	752	49.0	1.87	46	482	31.4	452	29.8	541	33.3	1.98	0.11
114	7.4	256	16.7	591	38.5	575	37.4	1.94	47	450	29.7	629	41.5	438	28.8	2.03	0.09
139	9.0	269	17.4	521	33.7	619	40.0	1.95	26	506	32.9	595	38.7	436	28.4	2.05	0.10
144	9.3	227	14.6	438	28.2	742	47.8	1.85	32	486	31.8	682	31.5	531	34.7	2.03	0.18
128	8.3	259	16.8	499	32.3	659	42.7	1.91	41	479	31.6	560	36.9	479	31.6	2.00	0.09
151	9.8	187	12.1	286	18.6	919	59.5	1.72	20	408	30.7	341	22.4	714	46.9	1.84	0.12
152	9.8	245	15.8	415	26.8	734	47.5	1.88	34	527	34.8	471	31.1	516	34.1	2.00	0.12
133	8.6	268	17.4	516	33.5	625	40.5	1.94	45	525	34.8	594	39.5	388	25.7	2.09	0.15
151	9.9	252	16.6	420	27.6	699	45.9	1.90	50	502	33.7	490	32.9	409	27.4	2.06	0.16
145	9.4	181	11.8	331	21.5	880	57.3	1.73	44	540	35.7	387	25.6	585	38.7	1.97	0.24
162	10.5	179	11.6	334	21.6	871	56.3	1.76	17	549	36.2	423	27.9	544	35.9	2.00	0.24
157	10.2	278	18.0	408	26.4	700	45.4	1.93	5	639	42.3	490	32.5	381	25.2	2.17	0.24
86	5.6	290	18.7	453	29.2	720	46.5	1.83	3	573	37.5	575	37.6	380	24.9	2.13	0.30
130	8.4	164	11.9	358	23.2	873	56.5	1.72	10	605	39.7	359	23.5	561	36.8	2.03	0.31
126	8.2	195	12.6	307	19.9	917	59.4	1.70	19	579	38.0	414	27.2	531	34.8	2.03	0.33
116	7.5	197	12.7	403	26.1	831	53.7	1.74	25	608	39.8	479	31.4	441	28.9	2.11	0.37
98	6.3	136	8.8	229	14.8	1093	70.5	1.51	7	599	39.5	318	20.9	601	39.6	2.00	0.49
100	6.6	115	7.5	179	11.7	1132	74.2	1.46	52	655	43.8	269	18.0	572	38.2	2.06	0.60
96	6.3	137	9.0	260	17.1	1025	67.5	1.54	56	712	47.6	356	23.8	427	28.6	2.21	0.67

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: ELEMENTARY
SEX:
RACE: BLACK

DO YOU NEED HELP IN: FREQUENCIES								MEAN	ITEM
4	%	3	%	2	%	1	%		
122	40.3	67	22.1	42	13.9	72	23.8	2.79	16
64	21.2	131	43.4	63	20.9	44	14.6	2.71	1
64	21.2	109	36.1	66	21.9	63	20.9	2.58	4
66	21.9	108	35.9	54	17.9	73	24.3	2.55	7
74	24.4	94	31.0	48	15.8	87	28.7	2.51	6
80	26.5	75	24.8	57	18.9	90	29.8	2.48	19
68	22.4	89	29.3	66	21.7	81	26.6	2.47	17
57	18.8	98	32.3	71	23.4	77	25.4	2.45	5
51	16.9	92	30.5	68	22.5	91	30.1	2.34	2
77	25.4	66	21.8	41	13.5	119	39.3	2.33	12
59	19.5	78	25.8	65	21.5	100	33.1	2.32	10
50	16.4	81	26.6	74	24.3	100	32.8	2.27	14
66	21.7	68	22.4	49	16.1	121	39.8	2.26	8
50	16.4	73	24.0	66	21.7	115	37.8	2.19	13
45	14.8	49	16.1	51	16.8	159	52.3	1.93	20
48	15.9	39	12.9	46	15.2	169	56.0	1.89	11
23	7.5	54	17.7	43	14.1	185	60.7	1.72	18
25	8.3	47	15.6	48	15.9	182	60.3	1.72	15
32	10.5	37	12.1	41	13.4	195	63.9	1.69	9
6	2.0	28	9.2	33	10.8	238	78.0	1.35	3

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: ELEMENTARY
SEX:
RACE: WHITE

DO YOU NEED HELP IN:

FREQUENCIES								MEAN	ITEM
4	X	3	X	2	X	1	X		
363	38.9	221	23.7	139	14.9	209	22.4	2.79	16
254	27.3	321	34.4	158	17.0	199	21.4	2.68	7
148	15.8	464	49.5	166	17.7	159	17.0	2.64	1
161	17.3	403	43.2	203	21.8	165	17.7	2.60	4
192	20.6	351	37.6	183	19.6	208	22.3	2.56	6
160	17.1	321	34.2	220	23.5	237	25.3	2.43	5
184	19.7	294	31.5	160	17.1	295	31.6	2.39	17
235	25.3	214	23.0	142	15.3	339	36.5	2.37	12
194	20.9	256	27.5	156	16.8	324	34.8	2.34	19
185	19.8	244	26.1	165	17.6	342	36.5	2.29	10
134	14.3	271	28.9	210	22.4	322	34.4	2.23	2
127	13.6	242	25.9	215	23.0	349	37.4	2.16	13
180	19.4	184	19.8	146	15.7	415	45.1	2.13	20
111	11.9	237	25.3	188	20.1	399	42.7	2.06	14
115	12.3	186	19.9	184	19.7	451	48.2	1.96	8
137	14.7	167	17.9	149	15.9	482	51.6	1.96	11
101	10.8	193	20.7	142	15.2	497	53.3	1.89	15
88	9.4	130	13.9	127	13.6	592	63.2	1.69	9
39	4.2	115	12.3	105	11.2	679	72.4	1.48	18
32	3.4	82	8.8	87	9.3	735	78.5	1.37	3

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: SENIOR HIGH
SEX: MALE
RACE:

AMOUNT OF HELP NEEDED										EXTENT NEED BEING MET							
FREQUENCIES								MEAN	ITEM	FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
355	20.4	477	27.4	523	30.0	387	22.2	2.46	23	507	29.6	650	37.9	558	32.5	1.99	0.46
371	21.3	500	28.8	492	28.3	375	21.6	2.50	12	513	29.9	731	42.6	471	27.5	2.05	0.45
354	20.3	418	24.0	394	22.6	574	33.0	2.32	8	484	28.4	502	29.4	720	42.2	1.86	0.46
363	21.0	393	22.8	463	26.8	508	29.4	2.35	48	484	28.6	548	32.3	662	39.1	1.92	0.43
339	19.4	413	23.7	529	30.3	465	26.6	2.36	29	515	30.0	580	33.8	619	36.1	1.96	0.40
468	27.3	327	19.1	352	20.5	569	33.2	2.40	51	615	36.9	457	27.4	594	35.7	2.06	0.35
389	22.3	503	28.9	428	24.6	423	24.3	2.49	4	620	36.0	696	40.4	405	23.5	2.15	0.34
289	16.6	418	24.0	491	28.2	542	31.1	2.26	24	471	27.5	599	34.9	644	37.6	1.92	0.34
300	17.2	469	26.9	512	29.4	461	26.5	2.35	35	504	29.5	681	39.9	521	30.5	2.01	0.34
267	15.3	504	28.9	562	32.2	413	23.7	2.36	11	507	29.6	751	43.9	452	26.4	2.05	0.30
321	18.4	464	26.6	519	29.7	441	25.3	2.38	6	542	31.7	717	42.0	449	26.3	2.08	0.30
325	19.1	391	23.0	486	28.6	499	29.3	2.32	58	533	32.2	593	35.2	540	32.6	2.03	0.29
285	16.4	358	20.6	512	29.4	584	33.6	2.20	42	491	28.8	584	34.3	627	36.8	1.94	0.25
309	17.7	444	25.5	414	23.8	575	33.0	2.28	9	576	33.6	605	35.3	531	31.0	2.04	0.24
257	14.8	349	20.0	559	32.1	576	33.1	2.16	36	484	28.4	657	38.6	561	33.0	1.98	0.19
323	18.5	441	25.2	475	27.2	509	29.1	2.33	16	657	38.3	658	38.3	401	23.4	2.17	0.16
324	19.1	373	22.0	479	28.2	520	30.7	2.30	60	623	37.7	586	35.5	444	26.9	2.14	0.16
191	11.0	382	21.9	631	36.2	537	30.8	2.13	40	501	29.3	648	38.0	558	32.7	1.99	0.14
254	14.6	335	19.3	486	27.9	664	38.2	2.10	37	514	30.3	584	34.4	598	35.3	1.98	0.12
278	15.9	468	26.5	419	23.9	585	33.7	2.25	2	620	36.2	647	37.7	448	26.1	2.13	0.12
214	12.5	406	23.8	482	28.3	604	35.4	2.13	54	541	32.6	544	32.8	575	34.5	2.03	0.10
256	14.7	417	23.9	529	30.3	544	31.2	2.22	15	585	34.3	724	42.4	396	23.4	2.11	0.09
223	12.8	359	20.6	530	30.4	634	36.3	2.10	18	543	32.0	583	34.4	571	33.6	2.02	0.08
229	13.2	312	18.0	539	31.0	659	37.9	2.06	39	540	31.7	563	33.1	599	35.2	1.99	0.07
168	11.1	331	19.5	502	33.1	617	36.3	2.05	49	533	32.1	565	34.0	565	34.0	2.00	0.05
197	11.6	414	24.3	551	32.3	543	31.8	2.16	55	579	34.9	620	37.3	462	27.8	2.11	0.05
169	9.7	391	22.4	531	30.2	554	31.7	2.10	21	533	31.1	737	43.0	445	25.9	2.06	0.04
124	7.1	505	28.9	644	36.8	476	27.2	2.16	1	513	29.6	913	52.6	310	17.9	2.13	0.03
240	13.8	287	16.5	493	28.3	719	41.3	2.03	29	565	33.1	553	32.2	593	34.7	2.00	0.03
247	14.4	345	22.5	498	29.1	582	34.0	2.17	59	646	38.9	562	33.8	454	27.3	2.15	0.02
175	10.0	371	21.4	536	44.2	599	34.3	2.07	33	543	31.8	684	40.1	479	28.1	2.05	0.02
304	17.4	316	18.1	376	21.5	745	42.9	2.10	14	663	38.9	525	30.8	519	30.4	2.11	0.01
189	11.1	386	22.6	555	32.5	577	33.8	2.11	57	581	35.1	649	39.2	426	25.7	2.13	0.02
190	10.9	292	16.8	553	31.7	707	40.6	1.98	32	544	32.1	578	34.1	575	33.9	2.00	0.02
217	12.2	307	17.6	526	30.2	697	40.0	2.02	31	576	33.8	588	34.5	541	31.7	2.02	0.00
176	10.1	364	20.8	564	32.3	644	36.8	2.04	27	568	33.2	668	39.1	473	27.7	2.05	-0.01
194	11.2	342	19.7	494	28.5	706	40.7	2.01	43	603	35.4	553	33.1	536	31.5	2.04	-0.03
161	9.2	353	20.3	542	31.1	686	39.4	1.99	41	557	32.6	638	37.4	511	30.0	2.02	-0.03
201	11.5	326	18.6	546	31.2	678	38.7	2.03	26	579	34.1	637	37.5	481	28.3	2.06	-0.03
170	9.9	327	18.8	529	30.4	713	41.0	1.97	38	570	33.6	582	34.4	542	32.0	2.04	-0.07
285	16.4	243	14.0	246	14.1	967	55.5	1.91	13	646	38.1	389	23.0	659	38.9	2.02	-0.11
202	11.6	297	17.0	463	26.5	782	44.8	1.95	34	648	38.1	495	29.1	557	32.8	2.05	-0.12
146	8.3	313	18.0	571	32.9	708	40.8	1.94	47	568	33.6	628	37.2	493	29.2	2.05	-0.13
207	12.0	253	14.6	382	22.1	885	51.4	1.87	46	645	38.2	416	24.6	628	37.2	2.04	-0.17
213	12.2	353	20.2	424	24.3	758	43.4	2.01	5	738	43.2	532	31.1	438	25.6	2.19	-0.18
187	10.7	198	11.4	276	15.9	1090	62.0	1.71	20	589	34.4	329	19.2	792	46.3	1.90	-0.19
165	9.5	322	18.6	522	30.1	724	41.8	1.96	45	655	38.4	600	35.2	452	26.4	2.12	-0.16
184	10.7	295	17.2	446	26.0	789	46.0	1.93	53	676	40.5	515	30.9	477	28.6	2.12	-0.19
188	11.0	294	17.3	449	26.4	766	45.3	1.94	52	699	42.2	512	30.9	447	27.0	2.15	-0.21
170	9.8	220	12.7	408	23.5	935	54.0	1.78	44	624	37.2	460	27.3	599	35.5	2.02	-0.24
188	10.8	213	12.2	330	18.9	1017	58.2	1.76	17	645	37.9	396	23.3	660	38.8	2.01	-0.25
155	8.9	236	13.5	410	23.5	942	54.0	1.77	22	639	37.5	469	27.5	595	34.9	2.04	-0.27
153	8.8	222	12.7	355	20.3	1015	58.2	1.72	10	672	39.7	400	23.6	622	36.7	2.06	-0.33
223	12.8	297	17.1	412	23.7	808	46.4	1.96	10	856	50.5	485	28.6	354	20.9	2.32	-0.36
109	6.3	291	16.7	463	26.6	880	50.5	1.79	3	680	40.0	567	33.3	455	26.7	2.16	-0.37
145	8.3	218	12.5	415	23.8	965	55.5	1.74	25	693	40.6	494	28.9	520	30.5	2.12	-0.38
141	8.1	180	10.3	284	16.3	1139	65.3	1.61	19	738	43.5	376	22.1	584	34.4	2.12	-0.50
158	9.2	174	10.2	243	14.2	1137	66.4	1.62	52	753	45.7	360	21.9	535	32.5	2.17	-0.55
120	6.9	149	8.5	256	14.7	1220	69.9	1.52	7	729	43.4	320	19.1	629	37.5	2.09	-0.57
126	7.4	184	10.8	304	17.8	1091	64.0	1.62	56	803	48.5	378	22.9	473	28.6	2.23	-0.62

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: SENIOR HIGH
SEX: FEMALE
RACE:

AMOUNT OF HELP NEEDED										EXTENT NEED BEING MET								
FREQUENCIES								MEAN	ITEM	FREQUENCIES						MEAN	MEAN DIFFERENTIAL	
4	%	3	%	2	%	1	%			3	%	2	%	1	%			
554	26.4	671	31.9	527	25.1	349	16.6	2.68	23	536	25.7	840	40.2	712	34.1	1.93	0.75	
746	35.6	483	21.6	425	20.3	471	22.5	2.70	51	640	30.9	669	32.3	760	36.7	1.97	0.74	
523	24.9	527	25.1	583	27.7	470	22.3	2.52	48	524	25.0	748	35.7	823	39.3	1.87	0.66	
548	26.1	660	31.4	563	26.8	330	15.7	2.68	12	600	28.8	952	45.7	533	25.6	2.05	0.63	
515	24.5	565	27.0	537	25.5	484	23.0	2.53	28	562	26.8	741	35.4	791	37.8	1.89	0.63	
526	25.0	498	23.7	450	21.4	630	29.9	2.44	8	528	25.3	610	29.2	950	45.5	1.80	0.64	
472	22.4	595	28.3	617	29.3	420	20.0	2.53	35	556	26.7	852	40.9	678	32.5	1.94	0.59	
439	20.9	664	31.5	625	29.7	377	17.9	2.55	11	537	25.7	1000	47.9	550	26.4	2.01	0.54	
403	19.2	548	26.1	597	28.4	555	26.4	2.36	24	496	23.6	782	37.3	821	39.1	1.85	0.51	
485	23.2	527	25.3	548	26.3	527	25.3	2.46	58	607	29.3	753	36.4	711	34.3	1.97	0.50	
543	25.8	640	30.5	475	22.6	443	21.1	2.61	4	756	36.2	862	41.3	470	22.5	2.15	0.46	
403	19.2	497	23.6	701	33.3	503	23.9	2.38	31	551	26.4	869	41.6	667	32.0	1.96	0.42	
410	19.5	623	29.9	588	27.9	479	22.7	2.46	6	632	30.3	898	43.1	554	26.6	2.04	0.42	
410	19.4	452	21.3	636	30.2	571	27.1	2.35	42	602	28.7	776	37.0	717	34.2	1.95	0.40	
414	19.7	595	28.3	499	23.7	594	28.3	2.39	9	724	34.6	763	36.4	607	29.0	2.06	0.39	
430	20.4	628	29.8	472	22.4	575	27.3	2.43	2	743	35.8	766	36.9	569	27.4	2.08	0.35	
477	23.0	466	22.4	564	27.2	570	27.5	2.41	60	749	36.3	768	37.3	544	26.4	2.10	0.32	
308	14.6	530	25.2	705	33.5	562	26.7	2.28	40	583	27.9	852	40.7	657	31.4	1.96	0.32	
463	22.0	573	27.3	582	27.7	482	23.0	2.48	16	825	39.5	802	38.4	463	22.2	2.17	0.30	
404	19.2	433	20.6	549	26.1	717	34.1	2.25	37	660	31.5	656	31.3	777	37.1	1.96	0.29	
264	12.5	577	27.4	798	37.9	466	22.1	2.32	21	565	27.0	976	46.6	552	26.4	2.01	0.28	
254	12.3	509	24.6	647	31.3	657	31.8	2.17	49	569	27.8	739	36.1	737	36.0	1.92	0.24	
323	15.5	467	22.4	602	28.8	697	33.4	2.20	54	633	30.6	704	34.0	735	35.5	1.95	0.23	
287	13.6	452	21.5	733	34.8	632	30.0	2.19	16	636	30.4	824	39.4	631	30.2	2.00	0.19	
299	13.7	481	21.9	656	31.1	701	33.3	2.16	19	665	31.7	726	34.6	705	33.6	1.98	0.17	
141	6.7	780	36.9	704	33.3	488	23.1	2.27	1	550	26.2	1207	57.4	346	16.5	2.11	0.17	
294	14.2	502	24.3	615	29.8	626	29.9	2.25	55	720	34.7	781	37.6	574	27.7	2.07	0.15	
359	17.3	414	19.6	563	26.7	773	36.7	2.17	39	686	32.9	737	33.9	694	33.3	2.01	0.16	
312	14.7	458	21.7	676	32.0	666	31.6	2.20	27	656	31.3	834	39.8	606	28.9	2.02	0.18	
367	17.5	522	24.9	574	27.3	637	30.3	2.29	15	772	37.0	830	39.8	482	23.1	2.14	0.15	
335	16.2	485	23.1	654	31.2	623	29.7	2.25	57	737	35.5	848	40.9	489	23.6	2.12	0.13	
285	13.5	444	21.1	634	30.1	746	35.4	2.13	43	712	34.1	749	35.9	628	30.1	2.04	0.09	
225	10.7	460	21.9	676	32.1	744	35.3	2.06	38	694	33.1	804	38.4	597	28.5	2.05	0.02	
217	10.3	461	21.9	743	35.3	684	32.5	2.10	33	694	33.2	900	43.0	498	23.8	2.09	0.01	
224	10.8	432	20.5	712	33.7	742	35.2	2.07	20	689	32.9	834	39.8	571	27.3	2.05	0.02	
243	11.5	369	17.5	629	29.8	877	41.6	1.98	22	709	33.8	659	31.4	728	34.7	2.00	0.02	
356	16.9	355	16.9	499	23.8	850	40.5	2.14	14	867	41.7	658	31.6	554	26.6	2.15	0.01	
322	15.6	443	21.2	600	28.7	728	34.8	2.17	59	846	40.9	758	36.6	467	22.5	2.18	0.03	
231	10.9	393	18.7	677	32.1	807	38.3	2.02	32	707	33.8	769	36.7	617	29.5	2.04	0.02	
310	14.7	459	21.8	577	27.5	756	36.0	2.15	5	882	42.2	694	33.2	513	24.6	2.18	0.03	
334	15.3	393	18.6	699	33.1	799	37.9	2.01	41	746	35.3	723	34.6	617	29.5	2.06	0.05	
339	16.1	267	12.8	298	14.2	1128	53.9	1.97	13	834	40.0	457	21.9	793	38.1	2.02	0.07	
202	9.6	345	16.4	747	35.5	811	38.5	1.97	47	716	34.2	779	37.2	600	28.6	2.06	0.09	
255	12.1	358	16.8	476	22.6	1021	48.5	1.93	46	791	37.7	561	26.7	748	35.6	2.02	0.09	
294	13.9	330	15.6	446	21.1	1040	49.3	1.94	44	819	39.1	546	26.1	729	34.8	2.04	0.10	
246	11.6	359	17.0	606	28.7	901	42.7	1.98	29	816	38.9	658	31.4	622	29.7	2.09	0.11	
236	11.2	365	17.5	519	24.7	979	46.6	1.93	34	822	39.4	636	30.5	636	31.4	2.08	0.15	
183	8.7	413	19.9	653	31.0	854	40.5	1.97	45	795	37.5	767	37.6	523	25.0	2.13	0.17	
297	14.2	367	17.5	473	22.8	954	45.5	2.00	53	908	43.7	594	28.6	576	27.7	2.16	0.17	
261	12.6	394	19.1	540	26.1	872	42.2	2.02	50	894	42.3	675	33.1	503	24.6	2.18	0.17	
214	10.2	241	11.5	385	18.3	1264	60.1	1.92	28	733	35.0	431	20.6	929	44.4	1.91	0.20	
226	10.7	277	13.2	455	21.6	1148	54.5	1.98	17	815	39.0	518	24.8	755	36.2	2.03	0.23	
132	6.3	375	17.8	540	28.1	1056	47.8	1.83	3	815	39.3	736	35.5	524	25.3	2.14	0.34	
174	8.2	248	11.7	486	23.0	1203	57.0	1.71	30	915	43.8	491	23.9	692	33.1	2.11	0.41	
281	13.3	391	18.6	466	22.1	967	45.9	1.99	10	1165	55.8	582	27.9	339	16.1	2.41	0.42	
161	7.6	259	12.3	581	27.6	1105	52.6	1.75	25	899	43.1	632	30.3	556	26.6	2.18	0.43	
160	7.6	215	10.2	333	15.8	1395	66.1	1.59	19	928	44.5	484	23.2	673	32.3	2.14	0.55	
192	9.2	236	11.3	293	14.0	1368	65.5	1.64	52	1054	51.0	404	19.5	609	29.5	2.23	0.59	
158	7.5	169	8.0	256	12.2	1523	72.3	1.51	7	958	46.0	371	17.8	753	36.2	2.12	0.61	
141	6.7	178	8.5	341	16.3	1431	68.4	1.50	56	1111	53.5	456	22.0	509	24.5	2.30	0.76	

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: JUNIOR HIGH
SEX: MALE
RACE:

AMOUNT OF HELP NEEDED — FREQUENCIES								MEAN	ITEM	EXTENT NEED BEING MET — FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
184	17.8	290	28.0	344	33.2	218	21.0	2.42	12	254	25.1	441	43.6	317	31.3	1.97	0.46
178	17.3	293	28.4	270	26.2	289	28.1	2.35	28	276	27.4	369	36.6	364	36.1	1.94	0.41
164	15.9	280	27.1	326	31.6	263	25.5	2.33	23	258	25.4	425	41.8	334	32.8	1.95	0.38
175	17.0	231	22.4	283	27.4	342	33.2	2.23	8	248	24.5	332	32.8	431	42.6	1.86	0.37
158	15.3	235	22.8	363	35.2	276	26.7	2.27	35	261	25.9	406	40.3	341	33.8	1.96	0.31
170	16.5	217	21.1	302	29.3	340	33.0	2.21	42	262	25.9	378	37.4	372	36.8	1.92	0.29
140	13.6	242	23.5	305	29.7	341	33.2	2.18	24	247	24.5	378	37.4	385	38.1	1.89	0.28
181	17.6	260	25.2	337	32.7	252	24.5	2.36	16	315	31.2	422	41.8	272	27.0	2.08	0.28
179	17.4	280	27.3	302	29.4	265	25.8	2.36	4	311	30.8	450	44.6	249	24.7	2.09	0.28
233	22.8	182	17.8	283	27.7	324	31.7	2.32	51	330	33.7	314	32.1	335	34.2	2.06	0.26
142	13.9	224	21.9	329	32.2	326	31.9	2.18	48	252	25.3	381	38.3	362	36.4	1.92	0.26
124	12.0	295	28.6	341	33.1	270	26.2	2.27	11	259	25.8	464	46.2	282	28.1	2.02	0.25
147	14.2	291	28.2	294	28.5	300	29.1	2.28	6	301	29.7	419	41.4	293	28.9	2.04	0.24
165	16.5	227	22.7	299	29.9	309	30.9	2.25	60	294	30.4	364	37.7	308	31.9	2.02	0.23
155	15.0	268	26.0	282	27.4	326	31.6	2.24	9	301	29.8	406	40.2	302	29.9	2.03	0.21
181	17.5	270	26.2	287	27.8	294	28.5	2.33	10	350	34.8	388	38.6	268	26.6	2.12	0.21
105	10.5	237	23.1	364	35.5	317	30.9	2.13	60	252	25.0	433	43.0	321	31.9	1.95	0.18
157	15.2	203	19.7	339	32.9	331	32.1	2.18	36	291	28.9	396	39.4	319	31.7	2.01	0.17
130	12.9	239	23.7	318	31.5	323	32.0	2.17	58	306	31.2	342	34.8	334	34.0	2.01	0.17
126	12.5	214	21.3	297	29.5	369	36.7	2.10	54	268	27.0	371	37.4	353	35.6	1.95	0.15
191	18.5	160	15.5	170	16.5	510	49.5	2.03	13	308	30.7	243	24.2	453	45.1	1.90	0.14
142	13.8	253	24.6	282	27.4	353	34.3	2.18	2	311	31.0	381	37.9	312	31.1	2.05	0.13
125	12.1	178	17.3	294	28.6	432	42.0	2.00	37	266	26.3	360	35.5	387	38.2	1.90	0.09
130	12.6	219	21.3	333	32.3	348	33.8	2.13	18	315	31.4	372	37.1	317	31.6	2.03	0.09
151	14.7	223	21.7	349	34.0	304	29.6	2.22	15	330	32.6	455	45.0	226	22.4	2.12	0.09
125	12.2	188	18.3	348	33.9	366	35.6	2.07	39	287	28.5	398	39.5	323	32.0	1.99	0.08
107	10.5	235	23.1	364	35.8	311	30.6	2.14	57	290	29.5	434	44.2	258	26.3	2.07	0.07
165	16.0	168	16.3	279	27.1	417	40.5	2.08	29	322	31.9	349	34.6	337	33.4	2.02	0.06
104	10.2	261	25.7	335	33.0	316	31.1	2.15	55	330	33.4	391	39.6	267	27.0	2.10	0.05
89	8.7	199	19.5	359	35.3	371	36.4	2.01	49	262	26.4	395	39.9	334	33.7	1.96	0.04
131	12.8	135	13.1	192	18.7	569	55.4	1.83	20	265	26.4	237	23.7	500	49.9	1.80	0.03
206	20.1	207	20.2	223	21.7	391	38.1	2.22	14	403	40.3	355	35.5	241	24.1	2.20	0.02
99	9.6	186	18.1	324	31.6	417	40.6	1.97	32	279	27.7	385	38.2	344	34.1	1.96	0.01
125	12.3	226	22.3	341	33.6	322	31.8	2.15	59	364	37.2	351	35.9	264	27.0	2.14	0.01
91	8.8	217	21.1	359	34.9	362	35.2	2.04	38	318	31.6	379	37.7	308	30.6	2.04	-0.00
124	12.1	176	17.1	379	36.9	348	33.9	2.07	33	305	30.3	437	43.4	265	26.3	2.08	-0.00
134	13.2	197	19.4	281	27.7	403	39.7	2.06	53	361	36.4	336	33.9	294	29.7	2.09	-0.03
107	10.4	173	16.8	341	33.1	408	39.7	1.98	31	299	29.8	379	37.8	324	32.3	2.02	-0.04
75	7.2	212	20.5	349	33.6	349	33.7	2.01	21	307	30.1	442	43.4	270	26.5	2.05	-0.04
95	9.2	194	18.8	362	35.0	383	37.0	2.00	27	293	29.0	443	43.9	273	27.1	2.05	-0.05
38	3.7	293	28.2	433	41.7	274	26.4	2.09	1	307	30.0	537	52.4	180	17.6	2.14	-0.05
99	9.6	185	17.9	304	29.4	445	43.1	1.94	43	308	30.6	356	35.4	341	33.9	2.00	-0.06
108	10.5	153	14.9	255	24.9	509	49.7	1.86	46	301	30.1	311	31.1	388	38.8	1.95	-0.08
77	7.5	189	18.4	356	34.7	403	39.3	1.94	47	295	29.4	400	39.9	307	30.6	2.03	-0.08
91	8.8	160	15.5	331	32.0	452	43.7	1.89	41	295	29.3	387	38.4	325	32.3	2.00	-0.11
96	9.3	171	16.5	331	32.0	436	42.2	1.93	26	330	32.5	368	36.3	316	31.2	2.04	-0.12
93	9.0	169	16.4	294	28.5	477	46.2	1.88	34	325	32.5	328	32.8	346	34.6	2.02	-0.14
121	11.8	194	18.9	272	26.5	441	42.9	2.00	5	419	41.7	325	32.3	262	26.0	2.19	-0.19
105	10.4	166	16.4	289	28.5	454	44.8	1.92	50	360	36.6	333	33.9	290	29.5	2.12	-0.19
91	8.8	178	17.3	320	31.1	440	42.8	1.92	45	347	34.7	391	39.1	261	26.1	2.12	-0.20
69	6.7	212	20.5	298	28.8	454	43.9	1.90	3	359	35.5	402	39.8	250	24.7	2.14	-0.24
105	10.2	126	12.2	199	19.3	600	58.3	1.74	19	357	35.6	272	27.1	374	37.3	2.02	-0.28
82	8.0	123	12.0	217	21.1	606	58.9	1.69	44	335	33.4	270	26.9	397	39.6	1.98	-0.29
76	7.4	123	11.9	225	21.8	610	59.0	1.68	22	339	33.6	287	28.4	384	38.0	1.98	-0.30
106	10.3	114	11.0	223	21.6	590	57.1	1.74	17	367	36.6	275	27.4	361	36.0	2.05	-0.31
77	7.5	127	12.3	217	21.1	609	59.1	1.68	30	372	37.0	247	24.6	387	38.5	2.02	-0.34
78	7.5	128	12.4	275	26.6	553	53.5	1.74	25	368	36.5	323	32.0	318	31.5	2.06	-0.34
80	7.7	94	9.1	179	17.3	681	65.9	1.59	7	355	35.4	240	24.0	407	40.6	1.99	-0.40
81	8.9	106	10.5	190	18.8	631	62.6	1.64	56	407	41.7	257	26.4	311	31.9	2.14	-0.50
74	7.3	87	8.6	141	13.9	713	70.2	1.53	52	376	38.6	209	21.4	390	40.0	2.03	-0.50

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: JUNIOR HIGH
SEX: FEMALE
RACE:

AMOUNT OF HELP NEEDED — FREQUENCIES								MEAN	ITEM	EXTENT NEED BEING MET — FREQUENCIES						MEAN	MEAN DIFFERENTIAL
4	%	3	%	2	%	1	%			3	%	2	%	1	%		
242	20.7	342	29.3	396	33.9	187	16.0	2.55	12	302	26.2	542	47.1	307	26.7	2.03	0.52
294	25.3	276	23.7	277	23.8	316	27.2	2.47	51	357	31.2	380	33.2	406	35.5	1.99	0.48
237	20.4	269	23.2	320	27.6	334	28.8	2.35	8	290	25.0	423	36.5	446	38.5	1.89	0.46
250	21.5	296	25.4	301	25.9	317	27.2	2.41	28	332	28.8	409	35.4	413	35.8	1.95	0.46
250	21.5	369	31.7	330	28.4	215	18.5	2.56	4	350	30.4	540	47.0	260	22.6	2.11	0.46
197	16.9	327	28.1	388	33.3	253	21.7	2.40	35	297	25.7	482	41.8	375	32.5	1.96	0.44
216	18.5	314	26.9	391	33.5	247	21.1	2.43	23	320	27.7	467	40.4	370	32.0	1.98	0.44
180	15.4	366	31.3	393	33.6	229	19.6	2.43	11	304	26.3	535	46.3	317	27.4	2.02	0.41
217	18.7	269	23.2	371	32.0	304	26.2	2.34	42	307	26.6	443	38.4	405	35.1	1.94	0.41
220	18.9	306	26.3	425	36.5	213	18.3	2.46	16	352	30.4	521	45.0	285	24.6	2.07	0.38
206	17.8	311	26.9	344	29.8	295	25.5	2.37	58	330	28.8	446	39.0	369	32.2	1.99	0.38
216	18.8	310	27.0	366	31.8	258	22.4	2.42	60	347	30.8	474	42.1	306	27.2	2.06	0.36
166	14.3	286	24.7	373	32.2	333	28.8	2.25	48	277	24.1	457	39.7	416	36.2	1.89	0.35
172	14.8	292	25.0	369	31.6	333	28.6	2.26	24	297	25.6	440	38.0	421	36.4	1.91	0.35
203	17.4	326	27.9	354	30.3	287	24.5	2.38	6	306	26.7	528	46.1	312	27.2	2.03	0.35
201	17.2	313	26.8	327	28.0	328	28.1	2.33	9	344	29.8	446	38.6	364	31.5	2.01	0.32
174	14.9	251	21.5	430	36.9	310	26.6	2.25	18	309	26.7	497	42.9	352	30.4	1.98	0.27
190	16.4	237	20.4	318	27.4	417	35.9	2.17	37	319	27.5	421	36.3	420	36.2	1.93	0.24
171	14.7	236	20.3	420	36.1	338	29.0	2.21	36	310	26.9	483	41.9	360	31.2	1.98	0.23
147	12.6	274	23.5	427	36.7	317	27.2	2.22	40	311	27.1	492	42.8	346	30.1	2.00	0.22
212	18.2	229	19.6	329	28.2	396	34.0	2.22	39	356	31.0	423	36.8	370	32.2	2.02	0.20
178	15.3	240	20.6	427	36.7	319	27.4	2.24	31	337	29.3	484	42.1	328	28.5	2.04	0.20
266	22.8	174	14.9	184	15.8	543	46.5	2.14	13	381	32.9	301	26.0	477	41.2	1.94	0.20
177	15.2	316	27.1	293	25.1	380	32.6	2.25	2	379	32.7	453	39.1	327	28.2	2.06	0.18
130	11.1	280	23.9	470	40.2	290	24.8	2.21	21	298	25.8	567	49.1	289	25.0	2.03	0.18
186	16.0	276	23.7	386	33.1	317	27.2	2.28	15	375	32.6	510	44.3	266	23.1	2.12	0.16
212	18.2	271	23.3	336	28.9	345	29.6	2.30	10	429	37.3	438	38.1	283	24.6	2.15	0.15
135	11.7	311	26.9	395	34.1	317	27.4	2.23	55	371	32.4	474	41.4	300	26.2	2.09	0.14
121	10.5	238	20.7	398	34.7	390	34.0	2.08	49	318	27.9	451	39.6	369	32.4	1.97	0.11
145	12.5	242	20.8	352	30.3	423	36.4	2.09	54	368	31.9	384	33.3	400	34.7	1.99	0.10
214	18.4	170	14.6	315	27.0	466	40.0	2.11	29	407	35.0	374	32.2	381	32.8	2.03	0.08
142	12.3	279	24.1	396	34.2	342	29.5	2.19	57	392	34.3	467	40.9	283	24.8	2.13	0.06
126	10.8	242	20.7	406	34.8	393	33.7	2.09	38	335	29.3	465	40.6	345	30.1	2.02	0.06
159	13.7	252	21.7	347	29.8	405	34.8	2.14	53	418	36.3	406	35.3	327	28.4	2.10	0.04
127	10.9	238	20.4	399	34.2	402	34.5	2.08	27	351	30.4	472	40.8	333	28.8	2.04	0.04
237	20.3	231	19.7	266	22.7	436	37.3	2.23	14	470	41.0	397	34.7	278	24.3	2.20	0.03
47	4.0	343	29.2	494	42.1	289	24.6	2.13	1	294	25.2	711	60.9	162	13.9	2.12	0.00
107	9.2	231	19.9	392	33.7	432	37.2	2.01	32	337	29.3	469	40.8	344	29.9	2.02	-0.01
138	11.9	243	20.9	342	29.4	440	37.8	2.07	43	413	35.8	404	35.0	338	29.3	2.08	-0.02
120	10.3	231	19.8	426	36.5	390	33.4	2.07	33	363	31.5	510	44.2	280	24.3	2.10	-0.03
161	13.9	246	21.2	349	30.1	405	34.9	2.14	59	453	39.6	410	35.9	280	24.5	2.18	-0.03
125	10.7	186	15.9	329	28.1	532	45.4	1.92	22	350	30.4	382	33.2	419	36.4	1.97	-0.05
134	11.5	187	16.0	330	28.3	517	44.3	1.95	34	383	33.1	398	34.4	375	32.4	2.02	-0.08
117	10.0	218	18.7	383	32.8	450	38.5	2.00	26	390	33.6	463	39.9	307	26.5	2.09	-0.09
122	10.5	172	14.8	308	26.5	562	48.3	1.87	46	385	33.2	337	29.1	438	37.8	1.96	-0.09
96	8.3	197	17.0	434	37.3	435	37.4	1.96	47	358	31.0	487	42.1	311	26.9	2.06	-0.10
98	8.4	214	18.4	389	33.4	465	39.9	1.95	41	386	33.6	408	35.5	355	30.9	2.06	-0.10
99	8.5	206	17.7	409	35.0	453	38.8	1.96	45	398	34.5	463	40.2	292	25.3	2.11	-0.15
102	8.7	152	13.0	233	19.9	682	58.3	1.72	20	375	32.4	279	24.1	502	43.4	1.91	-0.19
133	11.4	224	19.2	327	28.0	482	41.3	2.01	5	468	40.8	398	34.7	280	24.4	2.20	-0.20
131	11.3	137	11.8	273	23.6	616	53.2	1.81	44	422	36.6	308	26.7	422	36.6	2.02	-0.20
123	10.8	208	18.2	305	26.7	508	44.4	1.95	50	464	41.1	382	33.8	283	25.1	2.18	-0.22
135	11.6	150	12.8	238	20.4	645	55.2	1.81	17	408	35.4	342	29.7	401	34.8	2.03	-0.23
116	9.9	139	11.9	279	23.9	633	54.2	1.78	30	463	40.1	284	24.6	408	35.3	2.07	-0.29
68	5.8	209	17.9	375	32.2	513	44.0	1.86	3	426	37.1	442	38.5	279	24.3	2.16	-0.31
103	8.8	157	13.5	226	19.4	680	58.3	1.73	19	430	37.2	317	27.4	409	35.4	2.04	-0.31
94	8.1	160	13.7	293	25.1	619	53.1	1.77	25	462	39.7	373	32.1	328	28.2	2.13	-0.36
82	7.0	120	10.3	190	16.3	777	66.5	1.58	7	470	40.9	256	22.3	424	36.9	2.07	-0.49
96	8.3	110	9.5	163	14.1	790	68.2	1.58	52	500	43.7	241	21.1	402	35.2	2.11	-0.53
76	6.6	104	9.0	186	16.1	791	68.4	1.54	56	549	48.1	270	23.6	323	28.3	2.22	-0.69

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: ELEMENTARY
SEX: MALE
RACE:

DO YOU NEED HELP IN:

FREQUENCIES								MEAN	ITEM
4	%	3	%	2	%	1	%		
239	39.3	151	24.8	83	13.7	135	22.2	2.81	16
149	24.5	215	35.4	104	17.1	139	22.9	2.62	7
104	16.9	277	45.1	121	19.7	112	18.2	2.61	1
94	15.4	254	41.6	137	22.4	126	20.6	2.52	4
112	18.4	216	35.5	122	20.0	159	26.1	2.46	6
115	18.9	192	31.5	105	17.2	197	32.3	2.37	17
128	21.1	164	27.1	100	16.5	214	35.3	2.34	19
95	15.6	195	32.0	142	23.3	178	29.2	2.34	5
112	18.4	166	27.2	105	17.2	227	37.2	2.27	10
127	21.0	118	19.5	99	16.3	262	43.2	2.18	12
81	13.3	172	28.2	130	21.3	228	37.3	2.17	2
81	13.3	152	24.9	138	22.6	240	39.3	2.12	13
77	12.6	149	24.5	124	20.4	259	42.5	2.07	14
83	13.6	135	22.1	112	18.3	282	46.1	2.03	8
93	15.3	104	17.2	96	15.8	313	51.7	1.96	20
85	13.9	100	16.3	96	15.7	331	54.1	1.90	11
43	7.1	91	15.0	90	14.9	382	63.0	1.66	15
42	6.9	72	11.7	68	11.1	431	70.3	1.55	9
26	4.2	73	11.9	66	10.8	447	73.0	1.47	18
14	2.3	45	7.4	45	7.4	507	83.0	1.29	3

COUNSELING AND GUIDANCE NEEDS APPRAISAL

PRIORITY LIST

REGION: LA
PARISH:
SCHOOL:
LEVEL: ELEMENTARY
SEX: FEMALE
RACE:

DO YOU NEED HELP IN:

FREQUENCIES								MEAN	ITEM
0	%	3	%	2	%	1	%		
245	38.6	140	22.0	100	15.7	150	23.6	2.76	16
108	17.1	321	50.7	109	17.2	95	15.0	2.70	1
172	27.1	213	33.6	108	17.0	141	22.2	2.66	7
130	20.6	261	41.4	133	21.1	107	17.0	2.66	4
154	24.2	230	36.2	112	17.6	140	22.0	2.63	6
184	29.0	163	25.7	85	13.4	202	31.9	2.52	12
123	19.3	225	35.3	146	22.9	144	22.6	2.51	5
136	21.4	190	29.9	121	19.0	189	29.7	2.43	17
146	23.0	167	26.3	117	18.5	204	32.2	2.40	19
104	16.4	194	30.5	149	23.4	189	29.7	2.33	2
134	21.1	159	25.0	124	19.5	219	34.4	2.33	10
99	15.6	165	25.9	143	22.6	227	35.8	2.21	13
133	20.9	128	20.2	102	16.1	272	42.8	2.19	20
84	13.2	171	26.8	139	21.8	244	38.2	2.15	14
98	15.4	118	18.6	121	19.0	299	47.0	2.02	8
83	13.0	149	23.4	101	15.9	304	47.7	2.02	15
98	15.5	107	16.9	101	16.0	327	51.7	1.96	11
77	12.1	95	14.9	102	16.0	363	57.0	1.82	9
36	5.6	96	15.0	83	13.0	424	66.4	1.65	18
24	3.8	64	10.0	78	12.2	472	74.0	1.44	3